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ABSTRACT

This report analyzes and documents trends of teacher supply and demand in Illinois, based on data collected by the Illinois Office of Education on the number of educational personnel being prepared and employed by educational institutions in the state. In large part, the report is an update on Illinois teacher supply and demand data previously published; however, data on teacher demand in the Chicago public school system are presented here for the first time. Separate sections of the report focus in turn on the supply of teachers, the demand for teachers, and the supply/demand balance. The appendix contains copies of the questionnaires used to gather the survey data. (JG)

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ILLINOIS TEACHER SUPPLY AND DEMAND

1975 - 1976

STATE BOARD OF EDUCATION

ILLINOIS OFFICE OF EDUCATION

JOSEPH M. CRONIN
STATE SUPERINTENDENT OF EDUCATION

Prepared by

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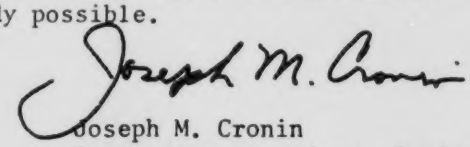
FOREWORD

Supply and demand for teachers have changed dramatically during the last decade. In order to document these changes, the Illinois Office of Education collects data annually on the number of prospective teachers prepared by Illinois colleges and universities and the number employed by local school districts. This report, therefore, is an update of Illinois teacher supply and demand information previously published. Demand information for teachers in the Chicago public school system, not previously available, is included in this report. It is hoped that the information provided in this publication will facilitate informed planning and decision-making regarding the preparation and employment of teachers.

The study was conducted and the report was written by Mr. Leandro Bartolini from the Research and Statistics Section, Illinois Office of Education, with assistance from the Research Committee, Illinois Association for School, College, and University Staffing. Ms. Jane Tierney, Southern Illinois University at Carbondale, and Mr. Robert E. Garnett, Assistant Superintendent, Public School District #45, Villa Park, Illinois, provided valuable assistance in the organization and analysis of data. Sincere appreciation is expressed to the superintendents of Illinois public school districts and their administrative staffs, to deans and directors of teacher education, and to directors of placement offices and other administrative personnel in Illinois colleges and universities whose cooperation has made this study possible.



Joseph M. Cronin
State Superintendent of Education

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HIGHLIGHTS

Teacher Supply

- The number of Illinois graduates prepared to teach continued to decrease during the 1975-76 year and is expected to decline further in the next few years. A total of 14,278 educational personnel were prepared in 1974-75 and an estimated 13,330 were prepared in 1975-76. This is a decrease of 948 or 6.6 percent from 1974-75 to 1975-76. (page 14)

- Low expectation of employment and increased concern over job security, together with all other factors which affect teacher supply, are expected to continue to have a depressing effect on the number of persons wishing to enter the teaching profession. Recent decreases in the number of newly prepared educational personnel were greater than originally anticipated, and deans and chairpersons of education departments have revised the estimated number of graduates for the next two years downward. (page 18)

- There are 12 public institutions and 49 private institutions which prepare teachers in Illinois. It has been estimated that the 12 public institutions prepared 69.4 percent of all educational personnel graduated in 1975-76. (page 17)

- The teaching profession continues to be dominated by females. Recent figures show that 7 times as many new female elementary teachers were prepared as males, and about 1.5 times as many females, as opposed to males, were prepared at the secondary level. (page 15) In addition, about 63.5 percent of all downstate teachers in 1975-76 were female while 70.3 percent of Chicago teachers were female. Over two-thirds (69.6 percent) of the total incoming teachers (newly employed) in 1975-76 were female. (page 32)

- Local school district personnel are relying heavily upon previously trained teachers with experience to fill vacancies. In downstate schools, 48.2 percent of the full-time incoming elementary teachers were reentering teachers in 1975-76. (page 28) At the secondary level, 43.0 percent of the full-time incoming teachers were reentering teachers. (page 29)

Teacher Demand

- The demand for teachers in Illinois continued to decrease during the current year and is expected to decline further in the next few years. An estimated 11,809 full-time incoming teachers were employed in Illinois during 1974-75 and 8,326 were employed in 1975-76. This is a decrease of 3483 or 29.5 percent from 1974-75 to 1975-76. (page 35)

- The overall downward trend in the demand for teachers in Illinois schools has been documented by a decreasing <u>percentage</u> of all teachers who were hired during the last 10 years as well as by decreasing <u>numbers</u> of hired teachers. Approximately 20.0 percent of all full-time Illinois elementary and secondary teachers were newly employed (beginning or reentering) in 1965-66, but only 8.2 percent were incoming teachers in 1975-76. (page 36)

- Approximately one-fifth (20.9 percent) of all full-time elementary teachers and secondary teachers employed in the state of Illinois are working in the city of Chicago. Likewise, an estimated 21.9 percent of the total teacher demand (total incoming teachers) in Illinois was in Chicago schools. (page 32)

- The pattern in the demand for full-time elementary and secondary teachers has not been the same for Chicago schools and downstate schools. Demand for teachers in downstate schools peaked at an estimated 14,600 in 1968-69. Demand for teachers in Chicago schools peaked at an estimated 3,616 in 1969-70. In both cases, however, demand has dropped considerably from the peak year - by 8203 or 56.2 percent for downstate schools, and by 1687 or 46.7 percent for Chicago schools. (page 35)

- The factors which affect teacher turnover have not influenced turnover in Chicago schools and turnover in downstate schools in the same manner. Turnover number and turnover rate for full-time elementary and secondary teachers in downstate schools have declined steadily in recent years. Estimated teacher turnover number and turnover rate in Chicago have increased during the last 3 years. (page 38)

- The knowledge that teacher turnover is decreasing in downstate schools, that public school enrollment is declining, and that local school districts are currently faced with severe budget restraints, suggests that total teacher demand will continue to drop substantially in the next few years, but the magnitude of the decreases cannot be projected with a high degree of accuracy. (page 42)

The Supply/Demand Balance

- During the 1960's the demand for teachers in Illinois was greater than the supply. Demand peaked in 1969-70 and has declined sharply since then. The supply of teachers increased during this period, passed demand, creating an oversupply condition, and finally peaked in 1972-73, 3 years later. This suggests that changes in supply follow changes in demand but tend to lag behind changes in demand for several years. (page 52)

- The relative gap between supply and demand created in the early 1970's has continued until the present with supply still greater than demand, even though both the supply and demand for teachers in Illinois have fallen. (page 53)

- The oversupply of teachers in Illinois which currently exists is expected to continue, and available data suggest that the gap between supply and demand may widen considerably. The magnitude of the projected gap depends upon the relative declines in both supply and demand. (page 53)

- While there is an overall surplus of teachers in Illinois, wide variations in the supply/demand balance exist among specific assignment areas. In downstate schools, a relative oversupply is greatest in social studies, physical education (especially males), foreign language, business education, elementary regular instruction, and English and language arts. (page 46)

- A relative shortage of teachers in Illinois exists for some assignment areas. These include industrial arts and education, agriculture, some natural sciences (chemistry and physics), mathematics, industrial oriented occupations and cooperative vocational education programs, health education, some ungraded specialists (nurses, psychologists, social workers), and most special education fields. (page 46)

- Given that the overall supply of teachers is greater than the demand, employment opportunities are restricted. An analysis of the occupational status of 1975 graduates prepared to teach showed that 48.3 percent of prospective elementary teachers found employment as teachers, only 39.8 percent of prospective secondary teachers found employment, and 61.0 percent of prospective special education teachers found employment. (page 57)

I. PURPOSES AND BACKGROUND

Introduction

Illinois' teacher supply and demand information is collected annually by the Illinois Office of Education in order to provide descriptive statistics regarding the number of educational personnel being prepared and being employed by Illinois educational institutions. The main purposes of this study are to analyze and document trends in Illinois' teacher supply and demand. This report, therefore, represents an update on Illinois' teacher supply and demand information previously published. The report also includes information regarding demand for teachers in the Chicago public school system which was not previously available.

Educators are keenly aware of the fact that dramatic changes have been occurring in the teacher supply and demand balance during the last several years. In order to make informed decisions, documentation of these changes has been needed and welcomed by persons responsible for and involved in the preparation of teachers, by local school district personnel, by state education personnel, by legislators, by educational placement personnel, and by prospective teachers. The questions to be answered have remained the same:

1. How many teachers are being prepared in Illinois institutions of higher education? Has the number prepared changed significantly over the years? Which subject areas evidence the greatest and least supply? What factors affect the supply?

2. How many available teaching jobs are there in Illinois? How has the demand for teachers changed? Which subject areas evidence the greatest and least demand? What factors affect the demand?

3. How does the number of teachers prepared (supply) compare to the number of available teaching positions (demand)? In which areas can a teacher shortage or a teacher oversupply be identified? Does the supply or demand for teachers differ according to the sex of the teacher? How does the demand for teachers in Chicago differ from the demand for teachers in downstate schools?

4. What factors affect the supply/demand balance of teachers? Is there any evidence to indicate that one or more factors will noticeably affect the supply/demand balance in the future? Is information available regarding the factors which affect teacher supply and demand which can be used to explain changes in the supply/demand balance?

Some changes in this year's data collection procedures have enabled the acquisition of information not previously available. Consequently, more accurate answers to some of the above questions are now possible. Definitions of terms used in this report, however, have remained essentially the same as definitions used in previous studies. A clear understanding of the meaning of terms is important for proper interpretation of the information reported.

Definitions

Teacher Supply

The supply of teachers for Illinois schools consists of three components: (1) new graduates prepared by Illinois colleges and universities; (2) graduates prepared by out-of-state colleges and universities; and (3) previously trained teachers who are eligible to enter for the first time or reenter Illinois schools. The "potential" or "eligible" supply of teachers includes all persons who have, at one time or another, completed training for teaching. "Active" or "effective" teacher supply is limited to those who have not only completed training, but who are also actually seeking teaching positions. Because of the unavailability of data regarding the effective supply of teachers, this study focuses upon the potential supply exclusively.

Teacher Demand

The term "teacher demand" essentially means total full-time teachers hired during any one year or total incoming teachers. Total incoming teachers can be determined in two ways. First, the number of beginning teachers (those who have never taught before and are employed for the first time) can be added to the number of reentering teachers (teachers who have taught in the past, have left teaching for at least one year, and are again employed as teachers). A second way to determine incoming teachers or teacher demand for any given school year is to add the number of full-time teachers who left Illinois public schools (turnover) after the preceding school year to the net change in the total number of teachers from the preceding school year. The two methods of calculating teacher demand can be illustrated in the form of equations:

(1) Teacher Demand = Beginning Teachers + Reentering Teachers

(2) Teacher Demand = Turnover Number from Prior School Year + Change in Number of Teachers from Prior School Year.

Theoretically both methods of calculating teacher demand should produce equal numbers for any given year. When data are collected for the various components identified above, however, the sums of the two equations are not always the same. This difference is because teacher demand data are collected by two separate methods and from two separate sources in Illinois, and the two sources do not provide data in precisely the same manner. Another reason the equations do not always produce the same figures is that teachers who annually leave classroon teaching in downstate Illinois public schools but remain in other capacities (counselor, supervisor, etc.) are not considered as turnover. Additional incoming teachers, however, must be employed to fill the vacated positions. These limitations will be discussed in more detail when reviewing data collection procedures.

Teacher Turnover

Teacher turnover in any given year is defined as the number of full-time teachers who leave the public schools and do not return. This figure represents total teacher separations for any reason. As mentioned above, however, demand data are collected separately for the Chicago public school system and schools in the rest of the state. Exact turnover figures for the Chicago public school system are not available although they can be estimated. In addition, turnover data are not available for non-public schools. Teachers who leave their respective school districts in a downstate system and relocate the following year in (1) an Illinois non-public school district, (2) the Chicago public school system, (3) an Illinois college or university, or (4) any out-of-state educational setting are, therefore, included in the number of turnover in this study the same as teachers who leave the teaching profession altogether.

Downstate Illinois Public Schools

The phrase "downstate Illinois public schools" includes all Illinois public schools except the Chicago public school system and will be used in reference to data regarding teacher demand. "Downstate Illinois public schools" will hereafter be referred to simply as "downstate schools." Likewise the phrase "downstate Illinois public school teachers" includes regular full-time teachers in all Illinois public school districts except Chicago and is often referred to simply as "downstate teachers" when describing teacher demand. The phrase does not include part-time teachers or special education teachers unless such teachers are specifically identified.

Full-Time Teachers

Full-time teachers are teachers employed during the entire school day throughout the entire regular (9 month) school year. Teachers who are not employed on a full-time basis are considered as part-time teachers.

Procedures

Data Collection

As in the past, a variety of data collection instruments and data sources were used to obtain information regarding Illinois' teacher supply and demand. Data collection instruments and data sources are reviewed and revised each year in an effort to obtain more accurate and complete information.

The supply of teachers, as identified earlier, consists of new graduates prepared by Illinois colleges and universities, previously trained Illinois teachers who are eligible to enter or reenter Illinois schools, and graduates prepared by out-of-state colleges and universities. At present, there are neither data available nor satisfactory procedures for assessing the supply of teachers previously trained or the supply of teachers prepared by out-of-state colleges and universities. At best, the contribution to potential supply for Illinois schools by these two components can only be roughly estimated from the number of employed reentering teachers and beginning teachers prepared by out-of-state institutions of higher education.

The supply of new graduates prepared by Illinois colleges and universities is obtained in the spring of each year. Deans and chairpersons at all 61 Illinois institutions with approved teacher education programs report, or have the appropriate personnel (registrars, directors of student teaching, etc.) report the number of teachers prepared during the previous academic year and the expected number prepared during the current year. Estimated figures or projected figures are also requested for two years beyond the current year in an effort to anticipate changes in current trends. The data collection instrument used to obtain teacher supply information, entitled

"New Supply of Illinois Instructional Personnel," requests a listing of teachers by major area of preparation, by degree level, and by sex. (See Appendix A)[1]

While only one source of information (Illinois colleges and universities) is used for obtaining Illinois teacher supply data, several sources are used to obtain demand data. Teacher demand data for downstate Illinois public schools are derived from information provided in the fall of each year by all Illinois public school districts except the Chicago public school system. Each fall local district personnel complete reports for the Illinois Office of Education which provide highly accurate, detailed information for all certificated personnel employed. From this report, entitled the "Teacher Service Record" (TSR), it is possible to derive the number of beginning teachers, the number of reentering teachers, and the number of teacher turnover for downstate schools.

The Chicago public school system does not complete the TSR nor does the system publish or otherwise provide comparable data regarding the teachers employed in the district. Very good estimates of incoming teachers, however, can be and have been derived from information published annually by the Public School Teachers' Pension and Retirement Fund of Chicago. The document, Actuarial Statistics, includes a table which provides the number of "teachers becoming contributors" from September 1 through August 31 of each year. With minor adjustments the number of "beginning" teachers in the Chicago public school system can be estimated from the figures provided. A second table provides the number of "former contributors reinstated" from September 1 through August 31 of each year. This

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[1] In the past, this information was collected on the National Education Association Teacher Supply and Demand Form I. The NEA changed its forms in 1974-75 and the Illinois Office of Education adopted its own instrument for collecting this information.

information is comparable to "reentering" teachers and, again, with minor adjustments, the number of reentering elementary and secondary teachers can be estimated. Details on how these estimated figures are derived will be explained when reviewing teacher demand data.

No information is currently collected on an annual basis from non-public schools in Illinois which can be used to determine teacher demand at these institutions. In an attempt to determine rough estimates of non-public school teacher demand, however, letters were sent to the heads of the six Catholic dioceses in the state which have jurisdiction over all Illinois Catholic schools. It is estimated that about 65.1 percent of all teachers in non-public schools in Illinois teach in Catholic schools. Respondents were asked to provide information regarding teacher turnover, beginning teachers, and reentering teachers. Some respondents were able to provide estimates for some of the requested information, but only two were able to provide all of the information needed to determine teacher demand. It was also determined that the information provided was not done so in a consistent manner for all dioceses. Consequently, it was concluded that estimates of non-public school teacher demand could not be determined with any degree of accuracy. Teacher demand data for non-public Illinois schools, therefore, were not reported.[2]

Educational placement directors at each institution in Illinois which prepares teachers also served as a source of information regarding Illinois teacher supply and demand. In their efforts to find job opportunities for those preparing to teach, placement directors are among the first persons to learn of a changing market for teachers. By providing information regarding the employment status of those prepared to teach once they have graduated,

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[2]A new section has been added to the 1976-77 Independent, Parochial, and Private Fall Enrollment and Staff Report used to collect annual statistics in an effort to obtain non-public school teacher demand data.

some insight into the overall supply/demand balance was obtained. The data collection instrument used to obtain the information was the "Occupational Follow-up of Supply of Illinois Teachers." (See Appendix B) This instrument identified teachers prepared the previous year by major area of preparation and by employment status.[3]

Placement directors were also asked to give their opinion regarding the degree of perceived shortage or oversupply of teachers by rating various teaching positions using a numerical scale. Respondents were asked to rate only those positions for which their institution trained education personnel. The instrument used to collect this information was the "Teacher Supply and Demand Rating Scale." (See Appendix C)

Data Analysis

The number and variety of data sources used to collect information on Illinois teacher supply and demand often require that certain assumptions be made and that the data provided or collected be adjusted in order that information from the various sources can be compared. These assumptions and adjustments will be discussed when reviewing the data. All teacher supply and demand statistics, however, compare full-time elementary and secondary teachers. When available and possible the data are also analyzed by specific subject or teaching area and by sex.

Limitations

A review of the procedures used to collect Illinois teacher supply and demand data makes it obvious that there are limitations relative to the data collection process in Illinois. Some information, necessary for determining a precise picture of the supply/demand balance, is not available. While

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[3]In the past, this information was collected on the National Education Association Teacher Supply and Demand Form II. Because of changes in the NEA form, the Illinois Office of Education adopted its own instrument for collecting occupational follow-up information.

precision is not possible, however, insight regarding trends, the relative supply/demand balance in specific subject areas, and factors affecting the supply and demand of teachers can be gained from the information available. Nevertheless, while every effort has been extended to obtain highly accurate and relevant information for this study, several specific limitations are applicable to the data reported:

1. Some information pertains to the state as a whole at a given point in time. The supply/demand balance for any specific geographic locale, however, is variable and may differ from statewide statistics.

2. There is no direct, objective measure of the teacher/supply demand balance which can reveal the actual numerical oversupply or shortage of teachers. Consequently, current data collection procedures are numerous and varied. The procedures focus upon (1) indirect and/or subjective measures of the teacher supply and demand balance, and (2) measures of different aspects (components) of supply and demand separately.

3. Supply information is incomplete. There are no satisfactory measures of the potential supply of teachers previously trained (which may make up half the total supply), nor the new supply of out-of-state teachers. Neither is it presently possible to identify and distinguish among the potential supply those who are actively seeking teacher employment and those who are not.

4. While supply data reported for bachelor's degree candidates are considered to be relatively accurate, it has been determined through validity checks that university respondents have a great deal of difficulty in determining whether master's degree candidates are completing preparation for standard teaching certificates for the first time. This is particularly true at large institutions. It is known, for example, that some university respondents report all persons in graduate education programs while other respondents do not report any. This, of course, introduces an unknown amount of error into any analysis of master's degree personnel data.

5. Supply personnel are identified by major field of preparation only. Minor fields of preparation are not identified. It is probable, therefore, that the number of persons prepared to teach in each teaching field identified is considerably higher than the number reported by major area only.

6. The data collection instruments require that all teacher candidates except for Special Education teachers and other ungraded specialists be categorized as elementary teachers or secondary teachers. Illinois however, grants a Special (K-12) certificate in selected subject areas which permits individuals to teach at either the elementary

level or the secondary level. Nevertheless, when recorded on the data collection instruments, such persons are identified only once and are listed as elementary teachers or secondary teachers depending upon the recommendations of their respective institutions or upon the emphasis of their training. Such persons, however, are technically part of the teacher supply at both the elementary and secondary levels.

7. Demand information is incomplete. There is no demand information for Illinois non-public schools. Also, the "need" for teachers may be quite different from demand and vary according to districts or attendance centers. In addition, special education teachers are not included in demand data because the reporting of special education teachers employed in special education cooperatives has been incomplete due to administrative confusion in reporting.

8. Because both the supply information and demand information are incomplete, any direct comparison of statistics to obtain an index of the supply/demand balance inevitably contains an unknown amount of error. Despite this, it is a necessary procedure.

9. Since adequate quantitative data are not available for some of the components of teacher supply and demand, it is impossible to develop precise or accurate long-term projections of supply and demand.

II. SUPPLY OF TEACHERS

The Current Number of Graduates Prepared to Teach

Current graduates prepared to teach provide the major proportion of teacher supply each year. While it is difficult to assess the potential Illinois supply of teachers prepared by out-of-state colleges and universities and the potential supply of previously trained teachers who are eligible to enter for the first time or reenter Illinois schools, current numbers of Illinois graduates are relatively easy to document. Data collected in the spring of 1976 on the number of students completing preparation for standard teaching certificates for the first time are presented in Table 1. All educational personnel are identified by major area of preparation, by degree attained, and by sex. Respondents were asked to list those persons preparing to teach for the first time - not those persons previously trained who were earning an advanced degree in the same teaching field in which a certificate was already held, nor those persons preparing for a teaching certificate in a second or third teaching specialty.

Table 1 identifies the revised number of teachers prepared in 1974-75 and an estimated number of teachers prepared in 1975-76. In 1974-75, 4458 elementary teachers were prepared at the bachelor's degree level and 178 were prepared at the master's degree level for a total of 4636. It was estimated that a total of 4088 elementary teachers were prepared in 1975-76. This estimate represents a decline of 548 elementary teachers or 11.8 percent.

The total estimated number of secondary teachers prepared in 1975-76 was also lower than the number prepared in 1974-75. While 6781 secondary teachers (6277 at the bachelor's degree level and 504 at the master's

Table 1

NUMBER OF STUDENTS COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME

	1974-75						1975-76 (ESTIMATED)					
	BACHELORS DEGREE			MASTERS DEGREE*			BACHELORS DEGREE			MASTERS DEGREE*		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ELEMENTARY TEACHERS												
Early Childhood (Pre-K)	2	207	209	0	0	0	16	184	200	0	0	0
Elem. Regular Instruction	495	3572	4067	41	137	178	545	3004	3549	34	116	150
Selected Subjects												
Art	2	23	25	0	0	0	4	20	24	0	0	0
Foreign Language	3	7	10	0	0	0	3	6	9	0	0	0
Music	17	47	64	0	0	0	27	47	74	1	0	1
Physical Education												
Male	35	0	35	0	0	0	42	0	42	0	1	1
Female	0	47	47	0	0	0	0	37	37	0	0	0
Other Elementary	0	1	1	0	0	0	0	1	1	0	0	0
TOTAL ELEMENTARY	554	3904	4458	41	137	178	637	3299	3936	35	117	152
SECONDARY												
Agriculture	41	4	45	2	0	2	60	7	67	3	0	3
Art	105	330	435	13	32	45	106	317	423	10	9	19
Business Education	70	308	378	19	43	62	61	271	332	7	19	26
English-Language Arts												
English	159	570	729	21	40	61	144	398	542	26	35	61
Journalism	1	6	7	0	0	0	9	6	15	0	0	0
Speech and Drama	74	173	247	8	13	21	67	167	234	4	9	13
Foreign Languages												
French	10	111	121	2	11	13	12	96	108	0	6	6
German	6	43	49	0	0	0	8	33	41	1	1	2
Latin	2	7	9	1	0	1	2	5	7	0	0	0
Spanish	33	134	167	3	4	7	41	123	164	0	2	2
Other Foreign Language	6	28	34	2	6	8	14	29	43	2	4	6
Health Education	52	36	88	0	3	3	50	56	106	2	7	9
Home Economics	0	254	254	0	9	9	0	206	206	8	2	10
Industrial Arts and Ed.	160	5	165	30	1	31	176	2	178	24	10	34
Junior High (General)	34	45	79	0	0	0	25	25	50	1	0	1
Mathematics	167	231	398	20	11	31	146	176	322	12	6	18
Music (General)	178	255	433	11	15	26	188	320	508	21	14	35
Music - Instrumental Only	45	17	62	0	0	0	48	34	82	0	0	0
Music - Vocal Only	7	29	36	0	0	0	5	18	23	0	0	0
Natural Sciences												
Biology	97	93	190	12	7	19	107	101	208	15	4	19
Chemistry	38	17	55	3	1	4	36	22	58	2	1	3
Earth Science	15	7	22	8	7	15	13	8	21	11	9	20
Geology	0	1	1	0	0	0	2	0	2	0	0	0
General Science	9	3	12	2	3	5	3	3	6	0	0	0
Physical Science	7	3	10	2	0	2	7	3	10	3	0	3
Physics	16	5	21	3	2	5	14	1	15	0	0	0
Other Natural Science	18	8	26	0	0	0	15	8	23	0	0	0

Physical Education												
Male	570	27	597	16	8	24	591	9	600	9	1	10
Female	0	484	484	0	0	0	11	493	504	2	0	2
Safety and Driver Education	1	1	2	0	0	0	4	5	9	0	0	0
Social Science												
Economics	17	1	18	3	1	4	5	4	9	1	1	2
Geography	39	12	51	1	0	1	24	6	30	0	1	1
History	284	216	500	17	5	22	228	170	398	11	4	15
Political Science	60	27	87	3	0	3	63	30	93	1	0	1
Psychology	55	79	134	30	13	43	54	60	114	25	10	35
Sociology	28	54	82	7	2	9	30	42	72	8	3	11
General Social Studies	84	66	150	15	10	25	83	77	160	16	13	29
Other Social Science	1	3	4	1	2	3	2	4	6	0	0	0
Vocational and Technical Ed.												
Ag. and Biol. Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Business and Mkt. Occu.	1	2	3	0	0	0	0	0	0	0	0	0
Health Occupations	1	11	12	0	0	0	1	8	9	0	0	0
Service Occupations	1	0	1	0	0	0	2	0	2	0	0	0
Trade and Industrial Occu.	51	3	54	0	0	0	56	5	61	0	0	0
Voc. and Tech. Ed. (General)	9	1	10	0	0	0	14	0	14	0	0	0
Other Secondary	0	15	15	0	0	0	6	6	12	0	0	0
TOTAL SECONDARY	2552	3725	6277	255	249	504	2533	3354	5887	225	171	396
SPECIAL EDUCATION TEACHER												
EMH	105	677	782	9	19	28	82	657	739	4	18	22
Hearing Impaired	3	73	76	0	7	7	5	79	84	1	3	4
Learning Disabled	48	266	314	28	126	154	64	343	407	66	133	199
Physically Impaired	10	56	66	0	0	0	2	40	42	0	0	0
Social/Emotional Disorders	30	208	238	10	22	32	50	177	227	3	5	8
Speech and Language Impaired	14	81	95	6	109	115	5	69	74	3	105	108
TMH	3	15	18	0	2	2	11	27	38	1	1	2
Visually Impaired	0	48	48	0	0	0	3	45	48	0	0	0
TOTAL SPECIAL EDUCATION	213	1424	1637	53	285	338	222	1437	1659	78	265	343
UNGRADED SPECIALISTS												
Gifted Education Teacher	0	0	0	56	2	58	0	0	0	57	3	60
Guidance Counselor	2	0	2	239	254	493	1	1	2	223	293	516
Media Services	2	1	3	0	30	30	12	9	21	0	31	31
Librarian	4	15	19	7	30	37	0	17	17	8	30	38
Remedial Reading Teacher	0	0	0	0	0	0	0	0	0	0	0	0
School Nurse	0	3	3	0	0	0	0	3	3	0	0	0
School Psychologist	0	0	0	30	39	69	0	0	0	35	49	84
School Social Worker	0	0	0	0	0	0	0	0	0	0	0	0
Other Ungraded Specialists	0	3	3	89	80	169	0	5	5	103	77	180
TOTAL UNGRADED SPECIALISTS	8	22	30	421	435	856	13	35	48	426	483	909
TOTAL EDUC. PERSONNEL	3327	9075	12402	770	1106	1876	3405	8125	11530	764	1036	1800

*Because of the extreme difficulties in determining whether master's degree graduates were completing preparation for standard teaching certificates for the first time, the numbers representing master's degree graduates should be considered as estimates.

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois Office of Education.

degree level) were prepared in 1974-75, a total estimate of 6283 were prepared in 1975-76. This estimate represents a decrease of 498 or 7.3 percent.

While the number of elementary and secondary teachers prepared declined, the total number of special education teachers and other ungraded specialists increased from 1974-75 to 1975-76. In 1974-75 a total of 1975 special education teachers and 886 other ungraded specialists were prepared. In 1975-76 an estimated 2002 special education teachers and 957 other ungraded specialists were prepared. The increase in special education teachers was 27 or 1.4 percent. The increase in other ungraded specialists was 71 or 8.0 percent. For all educational personnel, a total of 14,278 were prepared in 1974-75 and an estimated 13,330 were prepared in 1975-76. Thus, the total number of educational personnel prepared by institutions of higher education in Illinois decreased by 948 or 6.6 percent from 1974-75 to 1975-76.

As indicated in Table 1, there are pronounced differences in the numbers of teachers being prepared in the various subject or teaching areas. In both 1974-75 and 1975-76 the area for which most teachers were prepared was elementary regular instruction (4245 and 3699 respectively). Between 500 and 800 teachers were prepared during 1974-75 and/or 1975-76 in the areas of English, music, physical education - female, physical education - male, history and one area of special education, educable mentally handicapped (EMH). In four of the above areas, regular elementary education, English, history, and EMH, the estimated number of teachers prepared in 1975-76 was considerably less than the number prepared in 1974-75. In the remaining areas (music and physical education - both female and male) the numbers prepared remained about the same or increased.

There are many specific teaching areas for which very few teachers were prepared during the last two years. When, however, specific subjects are combined into general areas - such as social studies or natural sciences - it becomes evident that fewer than 100 teachers were prepared in five major areas during 1974-75: agriculture, health education, general junior high school, safety and drivers education, and vocational and technical education. The estimated number of teachers prepared in each of the above areas during 1975-76 increased slightly except for general junior high school, which decreased.

While the ratio of males to females being prepared to teach varies considerably among the different specific teaching areas, the figures presented in Table 1 support the generalization that the teaching profession continues to be dominated by females. The data for 1974-75 (the more accurate of the two years presented) show that about 7 times as many female elementary teachers were prepared as male elementary teachers. About 1.5 times as many females, as opposed to males, were prepared at the secondary level. Females outnumbered males in special education approximately 6.5 to 1, and for other ungraded specialists, the ratio of males to females was approximately the same, although a few more females than males were prepared in this category.

Further insight regarding the current number of teachers prepared in specific selected subject areas can be gained by examining Table 2 which shows the number of Illinois graduates completing preparation for standard teaching certificates during the last five years. In the areas identified earlier for which the most teachers are being prepared, noteworthy changes have occurred since 1971-72. The estimated number of regular elementary teachers prepared in 1975-76 represents a decline of 2785 teachers since 1971-72, or a decrease of 43.0 percent. In English-language arts at the

Table 2

NUMBER OF ILLINOIS GRADUATES COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES BY AREA OF PREPARATION: 1972-1976

SELECTED AREAS OF PREPARATION	1972 GRADUATES			1973 GRADUATES			1974 GRADUATES			1975 GRADUATES			1976 GRADUATES (ESTIMATED)		
	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL
ELEMENTARY TEACHERS															
EARLY CHILDHOOD (PRE-K)	*	*	*	*	*	*	226	26	252	178	31	209	182	18	200
ELEM.REGULAR INSTRUCTION	4,401	2,083	6,484	4,234	2,041	6,275	3,375	1,994	5,369	2,524	1,721	4,245	2,189	1,510	3,699
ART	11	25	36	6	9	15	27	17	44	9	16	25	8	16	24
FOREIGN LANGUAGE	8	0	8	12	6	18	9	0	9	9	1	10	8	1	9
MUSIC	8	153	161	6	46	52	21	67	88	8	56	64	8	67	75
PHYSICAL EDUCATION-MALE	30	3	33	128	8	136	57	26	83	20	15	35	24	19	43
PHYSICAL EDUCATION-FEMALE	70	9	79	141	7	148	54	33	87	23	24	47	25	12	37
OTHER	*	*	*	*	*	*	3	0	3	0	1	1	0	1	1
TOTAL ELEMENTARY	4,528	2,273	6,801	4,527	2,117	6,644	3,772	2,163	5,935	2,771	1,865	4,636	2,444	1,644	4,088
SECONDARY TEACHERS															
AGRICULTURE	103	0	103	81	0	81	58	0	58	44	3	47	68	2	70
ART	564	108	672	482	132	614	372	110	482	349	131	480	340	102	442
BUSINESS EDUCATION	643	41	684	573	39	612	554	35	589	396	44	440	321	37	358
ENGLISH-LANGUAGE ARTS	1,519	601	2,120	1,131	501	1,632	864	504	1,368	673	392	1,065	566	299	865
FOREIGN LANGUAGES	421	200	621	407	179	586	346	152	498	303	106	409	264	115	379
HEALTH EDUCATION	*	*	*	*	*	*	71	1	72	81	10	91	102	13	115
HOME ECONOMICS	424	39	463	308	36	344	289	35	324	225	38	263	176	40	216
INDUSTRIAL ARTS & EDUCATION	500	0	500	207	3	210	233	5	238	187	9	196	208	4	212
JUNIOR HIGH (GENERAL)	98	4	102	198	1	199	89	0	89	75	4	79	51	0	51
MATHEMATICS	519	213	732	418	210	628	404	167	571	277	152	429	228	112	340
MUSIC	294	161	455	305	275	580	298	286	584	307	250	557	376	272	648
NATURAL SCIENCES	500	193	693	501	126	627	244	133	377	254	133	387	270	118	388
PHYSICAL EDUCATION-MALE	624	211	835	421	186	607	549	159	708	420	201	621	428	182	610
PHYSICAL EDUCATION-FEMALE	442	120	562	479	144	623	483	93	576	387	97	484	401	105	506
SAFETY & DRIVERS EDUCATION	*	*	*	*	*	*	30	0	30	2	0	2	9	0	9
SOCIAL SCIENCES	1,818	567	2,385	1,180	508	1,688	990	465	1,455	765	371	1,136	636	340	976
VOCATIONAL & TECHNICAL ED.	0	0	0	97	15	112	44	3	47	74	6	80	86	0	86
OTHER	29	11	40	62	26	88	51	5	56	13	2	15	10	2	12
TOTAL SECONDARY	8,498	2,469	10,967	6,850	2,381	9,231	5,966	2,153	8,119	4,832	1,949	6,781	4,540	1,743	6,283
TOTAL TEACHERS	13,026	4,742	17,768	11,377	4,498	15,875	9,738	4,316	14,054	7,603	3,814	11,417	6,984	3,387	10,371
UNGRADED SPECIALISTS															
SPECIAL EDUCATION TEACHERS	1,145	94	1,239	1,589	147	1,736	2,002	265	2,267	1,651	324	1,975	1,635	367	2,002
OTHER UNGRADED SPECIALISTS	1,662	248	1,910	358	180	538	754	227	981	579	307	886	627	330	957
TOTAL UNGRADED SPECIALISTS	2,807	342	3,149	1,947	327	2,274	2,756	492	3,248	2,230	631	2,861	2,262	697	2,959
TOTAL EDUCATION PERSONNEL	15,833	5,084	20,917	13,324	4,825	18,149	12,494	4,808	17,302	9,833	4,445	14,278	9,246	4,084	13,330

* NO INFORMATION AVAILABLE FOR THESE YEARS.

All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois Office of Education.

secondary level, the number of teachers prepared declined by 59.2 percent. In the areas of physical education--male, physical education - female, and social sciences (history included) the decreases since 1971-72 were 26.9 percent, 10.0 percent, and 59.1 percent, respectively at the secondary level. In the area of music, the number of teachers prepared increased since 1971-72 by 42.4 percent, and in special education, the number increased until 1973-74 but has decreased 11.7 percent since then.

In those areas indentified earlier for which relatively few teachers were being prepared, only one, general junior high school, has shown a consistent decline in graduates since 1971-72. In the area of agriculture the number of graduates has decreased until the current year, 1975-76, for which an increase is estimated. Data are only available for the last three years in the area of health education, but the number of graduates has consistently increased. In the area of vocational and technical education changes in the numbers of graduates have been inconsistent with both increases and decreases being evident. This inconsistency may be accounted for by the fact that relatively small numbers of persons are prepared in this area. Inconsistent procedures for reporting such small numbers could easily result in the fluctuations shown.

Table 2 also shows the number of graduates prepared by public institutions and by private institutions during each of the last five years. There are 12 public institutions and 49 private institutions which prepare teachers in Illinois. During the last 5 years the 12 public institutions have consistently prepared from two-thirds to three-fourths of all educational personnel in Illinois (an estimated 69.4 percent in 1975-76). It is also estimated that the public institutions prepared 67.3 percent of the elementary and secondary teachers in 1975-76.

Trends in the Number of Educational Personnel Prepared

Professional educators responsible for preparing teachers in Illinois have been aware of declining enrollments in teacher education programs for some time. In an effort to document this trend and to summarize and update current data, the total number of elementary teachers, secondary teachers, special education teachers, and other ungraded specialists prepared by Illinois colleges and universities from 1970-71 to 1977-78 are presented in Table 3 by degree level. As noted previously, figures recorded for 1975-76, 1976-77, and 1977-78 are estimated. Projected figures for the next two years, especially, can be expected to contain a larger degree of error than for previous years.

It has been known that the number of elementary teachers prepared in Illinois peaked during the 1971-72 academic year and has been declining steadily since then. The most recent decrease, however, was greater than what was previously anticipated, and deans and chairpersons of education departments have revised the estimated number of graduates for the next two years downward. From the peak year of 1971-72, when 6,801 elementary teachers were prepared, the number of graduates has dropped to an estimated 4,088 for 1975-76, a decrease of 2713 or 39.9 percent. It is anticipated that the number of elementary education graduates will drop another 8.3 percent in the next two years.

The number of graduates prepared to teach at the secondary level has followed the same pattern as the number of graduates prepared to teach at the elementary level. Approximately 10,967 secondary education teachers were prepared in 1971-72, the peak year. This number has dropped to an estimated 6,283 during 1975-76, a decrease of 4684 or 42.7 percent. It is anticipated that the number of secondary education graduates will also continue to decline in the next two years by about 21.2 percent.

Table 3

TRENDS IN THE NUMBER OF GRADUATES OF ILLINOIS INSTITUTIONS OF HIGHER EDUCATION COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES: 1971-1978.

AREA OF PREPARATION / YEAR	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76 (ESTIMATED)	1976-77 (PROJECTED)	1977-78 (PROJECTED)
ELEMENTARY								
Bachelor Degrees	6,390	6,479	6,318	5,509	4,458	3,936	3,819	3,605
Master Degrees*	361	322	326	426	178	152	152	144
TOTAL ELEMENTARY	6,751	6,801	6,644	5,935	4,636	4,088	3,971	3,749
SECONDARY								
Bachelor Degrees	9,180	10,461	8,859	7,714	6,277	5,887	5,069	4,583
Master Degrees*	719	506	372	405	504	396	407	368
TOTAL SECONDARY	9,899	10,967	9,231	8,119	6,781	6,283	5,476	4,951
UNGRADED SPECIALISTS-SPECIAL ED. TEACHERS**								
Bachelor Degrees	932	1,121	1,635	1,870	1,637	1,659	1,794	1,828
Master Degrees*	215	118	101	397	338	343	370	378
TOTAL SPECIAL EDUCATION	1,147	1,239	1,736	2,267	1,975	2,002	2,164	2,206
OTHER UNGRADED SPECIAL								
Bachelor Degrees	86	1,250	85	22	30	48	25	26
Master Degrees*	725	660	453	959	856	909	715	731
TOTAL OTHER UNGRADED SPECIALISTS	811	1,910	538	981	886	957	740	757
TOTAL EDUCATION PERSONNEL	18,608	20,917	18,149	17,302	14,278	13,330	12,351	11,663

* Because of the extreme difficulties in determining whether masters degree graduates were completing preparation for standard teaching certificates for the first time, the numbers representing masters degree graduates should be considered as estimates.

** Personnel in Speech and/or Language impaired were not included in Special Education until 1972-73.

NOTE: Only "totals" were provided by respondents for the years 1976-77 and 1977-78 for each category of teacher. The number of bachelor and master degrees for these two years were, therefore, calculated using the percentage of bachelor and master degrees in each category for the year 1974-75.

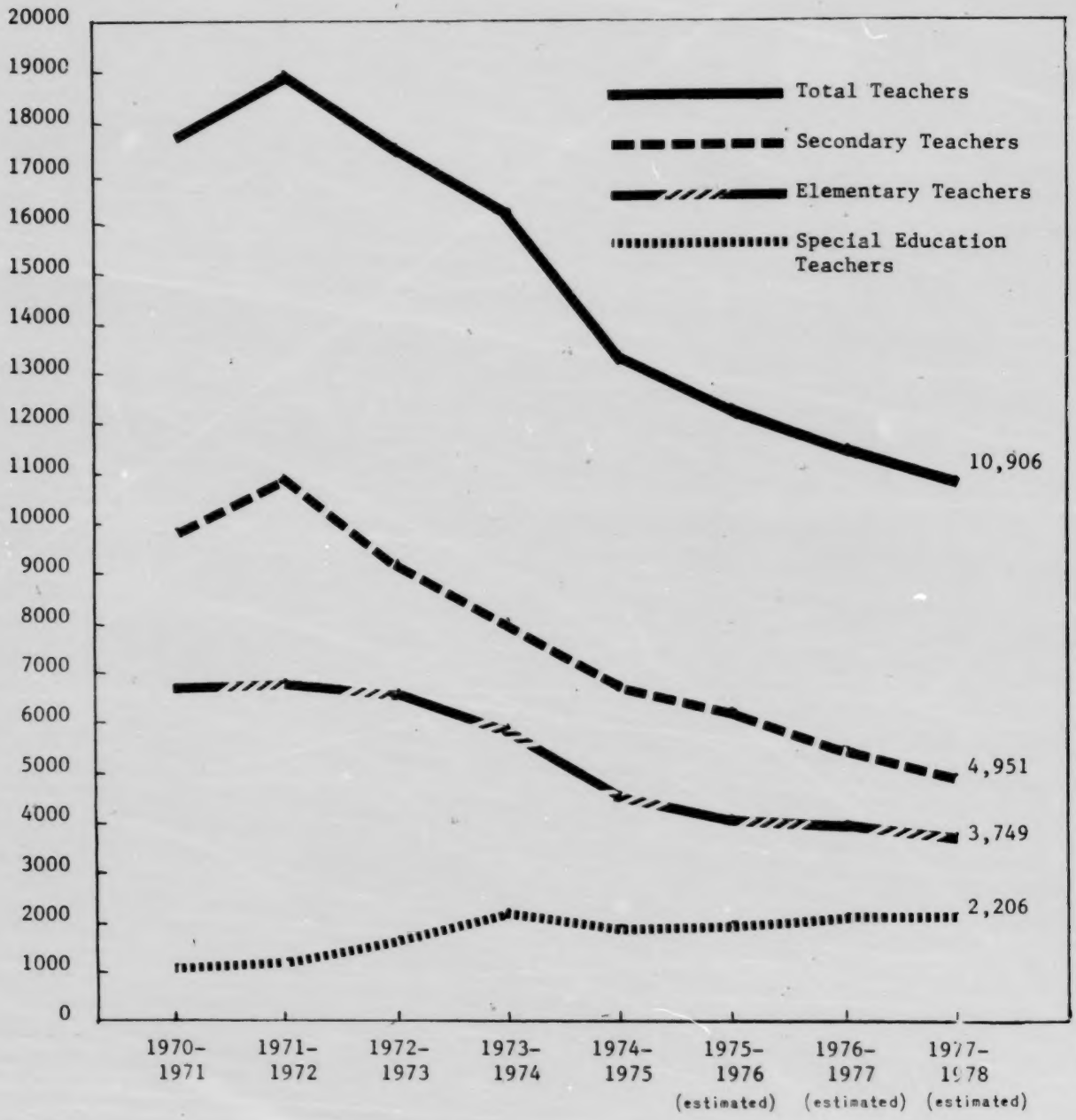
All information was provided by Illinois university and college personnel on the "New Supply of Illinois Instructional Personnel" form collected annually by the Illinois Office of Education.

The pattern in the number of graduates prepared in the area of special education since 1970-71 has varied more than the pattern in the number of graduates prepared in elementary education and secondary education. The number of special education teachers increased since 1971-72 when the number of elementary education and secondary education teachers peaked, and in the spring of 1975, college and university personnel indicated that they expected graduates in special education to peak during the 1974-75 year. When the estimated figure was revised in the spring of 1976, however, the more accurate data showed that the number of special education teachers prepared peaked during the 1973-74 academic year. The number of graduates dropped from 2,267 in 1973-74 to 1,975 in 1974-75 and was estimated to be about the same or perhaps a little higher (2,002) in 1975-76. This number is expected to increase by 10.2 percent in the next two years.

Changes in the number of graduates in elementary education, secondary education, and special education since 1970-71 are illustrated in Figure 1. In addition, changes in the total number of teachers prepared (the sum of the elementary, secondary, and special education teachers) during this time period are also indicated. Projected numbers of graduates for 1976-77 and 1977-78 are included. Figure 1 graphically illustrates the data presented in Table 3. It is shown that the number of elementary teachers, secondary teachers and total teachers prepared peaked during 1971-72 and has declined sharply since then. It is also evident that the number of special education teachers prepared each year increased until 1973-74, decreased in 1974-75, and is estimated to increase in 1975-76, 1976-77, and 1977-78.

Figure 1

CHANGE IN THE NUMBER OF TEACHERS PREPARED
IN ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1971-1978



Future Outlook for Teacher Supply

It is not expected or anticipated that the factors which affect the number of persons choosing to prepare for the teaching profession have changed or will change significantly in the near future. This is not to say that any one factor will not play a greater or lesser role in the decision-making process of potential teacher candidates. It has been noted in a previous publication that one factor, expectation of employment, is felt to have a significant impact on the number of persons wishing to enter teaching.[4] At the same time, those factors which affect one's decision to enter any profession will still be in operation. While difficult to quantify, those factors include relative beginning and median salaries, job security and benefits of teachers. Other factors affecting the supply of teachers include mobility (the ease with which persons are able or willing to relocate), certification requirements (the degree of difficulty in becoming professionally licensed), and the standards for selection of teacher candidates by colleges and universities.

Given the condition of decreasing demand for teachers in Illinois (to be discussed in the next chapter), low expectation of employment is expected to continue to have a major effect on teacher supply. This condition, together with the possible increase in a concern over job security (publicized by predictions of mass teacher layoffs throughout Illinois in the spring and summer of 1976), may be expected to influence those persons deciding whether or not to prepare to become teachers. Those persons prepared out-of-state wishing to teach in Illinois and those persons previously trained wishing to enter for the first time or

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4See "Illinois Teacher Supply and Demand: 1974-75," State Board of Education, Illinois Office of Education, Winter, 1975

reenter Illinois schools will also be influenced. The data presented earlier suggest that these and other factors have and are expected to continue to have a combined influence which has resulted in a decline in the potential supply of Illinois teachers since 1971-72.

It is important to remember that an unmeasurable number of previously trained teachers make up a significant part of the potential Illinois teacher supply. How low expectation of employment, job security, and all other relevant factors are affecting this component of supply can only be indirectly examined by reviewing the percentage of incoming teachers who were, in fact, reentering. In 1974-75, 42.2 percent of all incoming downstate teachers were reentering teachers. In 1975-76 the percentage of reentering teachers in downstate schools was 46.4 percent. While exact figures for the Chicago public school system are not available, it is estimated that between one-fourth to one-half of the incoming teachers in 1975-76 were previously trained reentering teachers. The relationship between incoming teachers, beginning teachers, and reentering teachers will be examined when discussing teacher demand.

III. DEMAND FOR TEACHERS

The Current Number of Incoming Teachers

Downstate Schools

The source of information regarding demand for teachers in downstate schools, the Teacher Service Record (TSR), does not include data for the Chicago public school system. Since an analysis of incoming teachers in specific subject or teaching areas is not available for the Chicago schools, the demand information for teachers in particular grades or teaching fields refers to all Illinois public schools except the city of Chicago.

It was noted earlier that demand for teachers during any given year refers to teachers currently employed who were not so during the previous school year. The total number of incoming teachers can be determined by adding beginning teachers to reentering teachers or by adding the net change in the number of teachers from one year to the next to the number of teacher turnover from the previous year. Annual changes in the number of full-time teachers from 1974-75 to 1975-76 are shown in Table 4 and Table 5 by main assignment. Table 4 shows the demand for different categories of teachers at the elementary level, and Table 5 shows demand for different categories of teachers at the secondary or high school level.

It is evident from Table 4 that, in absolute numbers, demand at the elementary level was greatest for junior high school teachers (1087) although over 400 incoming teachers were employed in downstate schools at the first grade level and in other grades not specifically designated. When demand is viewed in terms of the percentage of incoming teachers to total teachers, however, more pre-kindergarten teachers (9 or 19.1 percent) and Title I teachers

Table 4. ANNUAL CHANGES IN THE NUMBER OF FULL-TIME DOWNSTATE ILLINOIS ELEMENTARY TEACHERS FROM 1974-75 TO 1975-76

MAIN ASSIGNMENT	TOTAL NUMBER OF TEACHERS				BEGINNING TEACHERS 1975-76		REENTERING TEACHERS 1975-76		TOTAL INCOMING TEACHERS 1975-76		TURNOVER OF TEACHERS 1974-75	
	1975-76	1974-75	Annual Change	Annual Percent Change	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
PRE-KINDERGARTEN	47	44	3	6.8%	4	8.5%	5	10.6%	9	19.1%	5	11.4%
KINDERGARTEN	2509	2470	39	1.6%	92	3.7%	105	4.2%	197	7.9%	198	8.0%
1st GRADE	4911	4919	-8	-0.2%	190	3.9%	218	4.4%	408	8.3%	472	9.6%
2nd GRADE	4481	4573	-92	-2.0%	166	3.7%	178	4.0%	344	7.7%	458	10.0%
3rd GRADE	4419	4633	-214	-4.6%	141	3.2%	163	3.7%	304	6.9%	493	10.6%
4th GRADE	4403	4541	-138	-3.0%	120	2.7%	184	4.2%	304	6.9%	421	9.3%
5th GRADE	4380	4588	-208	-4.5%	153	3.5%	148	3.4%	301	6.9%	397	8.7%
6th GRADE	3899	3928	-29	-0.7%	159	4.1%	161	4.1%	320	8.2%	296	7.5%
JUNIOR HIGH	12,013	12,188	-175	-1.4%	616	5.1%	471	3.9%	1087	9.0%	1057	8.7%
OTHER GRADES	3611	3643	-32	-0.9%	190	5.3%	231	6.4%	421	11.7%	377	10.3%
ART	1252	1260	- 8	0.6%	91	7.3%	43	3.4%	134	10.7%	128	10.2%
MUSIC	2264	2263	1	0.0%	153	6.8%	81	3.6%	234	10.3%	242	10.7%
PHYSICAL EDUCATION	2901	2894	7	0.2%	147	5.1%	81	2.8%	228	7.9%	209	7.2%
TITLE I	1064	821	243	29.6%	100	9.4%	94	8.8%	194	18.2%	80	9.7%
REMEDIAL READING	449	471	-22	-4.7%	19	4.2%	17	3.8%	36	8.0%	40	8.5%
TOTAL FULL-TIME	52,603	53,236	-633	-1.2%	2341	4.5%	2180	4.1%	4521	8.6%	4873	9.2%
TOTAL PART-TIME	2047	1950	97	5.0%	283	13.8%	392	19.1%	675	33.0%	389	19.9%

Note: This information was taken from the 1974-75 and 1975-76 Teacher Service Record forms collected by the Illinois Office of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

Table 5. ANNUAL CHANGES IN THE NUMBER OF FULL-TIME DOWNSTATE ILLINOIS HIGH SCHOOL TEACHERS FROM 1974-75 TO 1975-76

MAIN ASSIGNMENT	TOTAL NUMBER OF TEACHERS				BEGINNING TEACHERS 1975-76		REENTERING TEACHERS 1975-76		TOTAL INCOMING TEACHERS 1975-76		TURNOVER OF TEACHERS 1974-75	
	1975-76	1974-75	ANNUAL CHANGE	ANNUAL PERCENT CHANGE	NUMBER	PERCENT OF TOTAL	NUMBER	PERCENT OF TOTAL	NUMBER	PERCENT OF TOTAL	NUMBER	PERCENT OF TOTAL
AGRICULTURE	429	425	4	0.9%	37	8.6%	23	5.4%	60	14.0%	57	13.4%
ART	781	753	28	3.7%	45	5.8%	24	3.1%	69	8.8%	65	8.6%
BILINGUAL EDUCATION	12	N.A.	N.A.	N.A.	2	16.7%	2	16.7%	4	33.3%	N.A.	N.A.
BUSINESS	2256	2294	-38	-1.7%	91	4.0%	88	3.9%	179	7.9%	186	8.1%
CONSUMER EDUCATION	96	79	17	21.5%	5	5.2%	6	6.3%	11	11.5%	4	5.1%
DRIVER EDUCATION	877	858	19	2.2%	29	3.3%	16	1.8%	45	5.1%	37	4.3%
ENGLISH & LANGUAGE ARTS	4702	4746	-44	-0.9%	226	4.8%	222	4.7%	448	9.5%	471	9.9%
FOREIGN LANGUAGE	1460	1537	-77	-5.0%	47	3.2%	52	3.6%	99	6.8%	143	9.3%
HEALTH EDUCATION	176	68	108	158.8%	39	22.2%	10	5.7%	49	27.8%	1	1.5%
HEALTH OCCUPATIONS	53	41	12	29.3%	3	5.7%	3	5.7%	6	11.3%	6	14.6%
HOME ECONOMICS	1317	1318	-1	-0.1%	83	6.3%	53	4.0%	136	10.3%	126	9.6%
INDUSTRIAL ARTS	2105	1934	171	8.8%	127	6.0%	78	3.7%	205	9.7%	125	6.5%
MATHEMATICS	2640	2655	-15	-0.6%	98	3.7%	79	3.0%	177	6.7%	177	6.7%
MUSIC	1222	1220	2	0.2%	90	7.4%	61	5.0%	151	12.4%	131	10.7%
NATURAL SCIENCE	2738	2735	3	0.1%	120	4.4%	75	2.7%	195	7.1%	181	6.6%
PHYSICAL EDUCATION	(3112)	(3111)	(1)	(0.0%)	(146)	(4.7%)	(98)	(3.1%)	(244)	(7.8%)	(214)	(6.9%)
Male	1701	1710	-9	-0.5%	51	3.0%	51	3.0%	102	6.0%	88	5.1%
Female	1411	1401	10	0.7%	95	6.7%	47	3.3%	142	10.1%	126	9.0%
REMEDIAL READING[a]	247	194	53	27.3%	23	9.3%	25	10.1%	48	19.4%	21	10.8%
SOCIAL SCIENCE	2735	2750	-15	-0.5%	87	3.2%	67	2.4%	154	5.6%	150	5.5%
VOCATIONAL EDUCATION[b]	348	269	79	29.4%	22	6.3%	17	4.9%	39	11.2%	20	7.4%
OTHER SUBJECTS	123	442	-319	-72.2%	16	13.0%	8	6.5%	24	19.5%	42	9.5%
TOTAL FULL-TIME	27,429	27,429	0	0.0%	1336	4.9%	1007	3.7%	2343	8.5%	2157	7.9%
TOTAL PART-TIME	986	879	107	12.2%	190	19.3%	196	19.9%	386	39.1%	224	25.5%

NOTE: This information was taken from the 1975-76 and 1974-75 Teacher Service Record forms collected by the Illinois Office of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District.

a Includes both remedial reading teachers and Title I ESEA teachers. It is estimated that about 90 percent of Title I teachers teach remedial reading.

b Includes teachers of vocational work/study programs and career study courses. Teachers of specific vocational skills are included in the respective subject areas.

(194 or 18.2 percent) were employed than in any other grades or subject areas. In these areas, as well as the kindergarten level and in art, however, fewer than 200 teachers were employed in all downstate schools.

It is noteworthy that in 8 of the 15 assignments listed at the elementary level in Table 4 the number of reentering teachers employed was greater than the number of beginning teachers employed. This suggests that school districts are relying heavily upon previously trained teachers with experience to fill vacancies. For all full-time elementary teachers, however, 2341 or 51.8 percent were beginning teachers. More beginning teachers than reentering teachers were especially evident at the junior high school level and in specific subject areas.

The range in the percentage of teacher turnover for the various assignments at the elementary level was from 7.2 percent for physical education to 11.4 percent for pre-kindergarten teachers. The greatest number of turnover was in junior high school (1057) and for assignments at single grade (self-contained) classes, although demand for teachers of single grade assignments was relatively low because of the decrease in the net number of teachers in these assignments.

Table 5 shows that, in absolute numbers, demand at the secondary level was greatest for English and language arts teachers. Approximately 448 incoming teachers were employed in this assignment area in downstate schools. The next four assignment areas in which the greatest number of teachers were employed were industrial arts (205), natural science (195), business (179), and music (177). In terms of the <u>percentage</u> of incoming teachers to total teachers, however, demand was greatest in bilingual education (33.3 percent), health education (27.8 percent), remedial reading (19.4 percent), agriculture (14.0 percent), and music (12.4 percent). In these assignment areas, however, the number of teachers employed was less than [illegible] for which there were 151 incoming teachers

The percentage of all incoming teachers who were beginning teachers at the secondary level was 57.0 percent. While this percentage is greater than the percentage of incoming elementary teachers who were beginning or new teachers (51.8 percent), the data still suggest that many teachers hired to fill positions (43.0 percent) at the secondary level were previously trained, experienced teachers. This is true even though more beginning teachers were employed than reentering teachers in 18 out of the 21 secondary assignments listed.

The range in the percentage of teacher turnover for the various assignments at the secondary or high school level was from 1.5 percent for health education to 14.6 percent for health occupations. In both of these areas, however, the absolute number of turnover was very low (1 for health education and 6 for health occupations). The greatest number of turnover was in English and language arts (471 or 9.9 percent), the area for which the greatest number of teachers were employed at the secondary level in downstate schools. The turnover number in English and language arts (471) was greater than the number of incoming teachers in this assignment area (448) because of the net decline in the total number of positions from 1974-75 to 1975-76 (-44).

Chicago Schools

No direct count of full-time incoming teachers was available for the Chicago public school system. As mentioned earlier, however, estimates of the demand for teachers in Chicago were calculated using Actuarial Statistics published annually by the Public School Teachers' Pension and Retirement Fund of Chicago. It was determined that the actuarial statistics would provide a very accurate head count of almost all personnel in the Chicago public school system, because any certificated person who works 5 or more consecutive days for the Chicago public schools becomes a contributor to the retirement system. While

it is true that the number of contributors to the retirement system might be higher than the number of positions filled, since a small percentage of the total teachers would leave before the year's end requiring another person to fill the vacancy, the actuarial statistics were the only source of information available on the number of beginning and reentering teachers. The total number of contributors reported was adjusted whenever possible in order to improve the accuracy of estimated, full-time teachers.

The total number of full-time elementary and secondary teachers in the Chicago public school system was estimated from two tables of actuarial statistics: (1) Male Contributors Classified by Age and Type of Employment and (2) Female Contributors Classified by Age and Type of Employment. Since these two tables listed all certificated contributors, including administrators and part-time employees, measures were taken to identify only full-time employees and only teachers, as opposed to counselors, librarians, administrators, special education teachers, and other ungraded specialists. First, the number of persons listed as "day-to-day" temporary employees was subtracted from the number of all employees in order to estimate the number of full-time personnel. After the number of full-time personnel was calculated, another source of data was used to estimate the percentage of total certificated personnel who were elementary and secondary teachers.

Each fall, the Chicago school district, as well as all other Illinois public school districts, provides a head count of certificated personnel to the Illinois Office of Education in a report entitled, "Fall Pupil Enrollment and Teacher Statistics." From this report, the number and percentage of full-time elementary teachers and secondary teachers among all certificated personnel can be obtained. While the head count is not considered as accurate as the "Teacher Service Record" or the "Actuarial Statistics," the <u>percentage</u> of

full-time elementary and secondary teachers in the Chicago public school system was applied to the total number of full-time certificated personnel identified in the two tables of contributors to the Chicago retirement system. This procedure allowed an estimated number of full-time elementary and secondary teachers for the Chicago schools to be calculated in a consistent manner for the last 10 years (1965-66 through 1975-76).

A procedure, similar to that used to estimate the total number of Chicago teachers, was used to estimate the number of beginning and reentering teachers for the city of Chicago. It was assumed that the table in the Actuarial Statistics which identified teachers becoming contributors from September 1 through August 31 of each year was, essentially, a list of the beginning teachers. It was also assumed that very few, if any, of the new contributors started as administrators or other ungraded specialists. The number of full-time "beginning" teachers was, therefore, estimated by simply subtracting the number of day-to-day substitutes from the total number of new contributors each year.

It was assumed that no adjustments in figures reported in the Actuarial Statistics were needed to determine the number of reentering teachers in the Chicago public school system. A table listing "former contributors" to the retirement system who were "reinstated" from September 1 through August 31 of each year was used to identify "reentering" teachers. It was assumed that all reinstated contributors were teachers and that all of them were employed full-time.

While the assumptions identified above introduced a small amount of error into the estimated teacher statistics for Chicago schools, administrative personnel from the Public School Teachers' Pension and Retirement Fund of Chicago verified the need for them in order to more accurately estimate demand for teachers in Chicago.

A comparison of teacher demand in downstate schools with estimated teacher demand in Chicago schools in 1975-76 is presented in Table 6. The data show that approximately one-fifth (20.9 percent) of all elementary and secondary teachers employed in the state of Illinois are working in the City of Chicago. Approximately 21.4 percent of all elementary teachers and 19.8 percent of all secondary teachers work in Chicago. Likewise, 24.8 percent of the beginning teachers, 18.4 percent of the reentering teachers, or 21.9 percent of the total teacher demand (total incoming teachers) in Illinois was in Chicago schools.

Table 6 also indicates the distribution of teachers in downstate schools and Chicago schools by sex. About 63.5 percent of all downstate teachers in 1975-76 were female while 70.3 percent of Chicago teachers were female. In addition, over two-thirds (69.6 percent) of the total incoming teachers were female.

Recent Trends

Given the calculated estimates of teacher demand for the Chicago public schools and the actual demand recorded for downstate schools, it is possible to review the trend in the total Illinois teacher demand for the last 10 years. To do this, the total number of full-time elementary and secondary teachers employed in Illinois are presented in Table 7 together with the demand for full-time elementary and secondary teachers from 1965-66 to 1975-76. It is important to remember that all data presented for the Chicago public schools are estimated and, therefore, contain some degree of error. In addition, the demand data presented for downstate schools were determined by adding teacher turnover in a given year to the net change in the number of teachers from that year to the next. This was done because of the unavailability of accurate figures for the number of beginning teachers and reentering

Table 6

A COMPARISON OF TEACHER DEMAND
IN DOWNSTATE SCHOOLS WITH CHICAGO SCHOOLS IN 1975-76

GRADE LEVEL AND SEX	TOTAL NUMBER OF TEACHERS		BEGINNING TEACHERS		REENTERING TEACHERS		TOTAL INCOMING TEACHERS		
	Downstate	Chicago	Downstate	Chicago	Downstate	Chicago	Downstate	Chicago	Total
Elementary Female	39,887	10,067	1,723	626	1,812	336	3,535	962	4,497
Elementary Male	12,716	4,245	618	196	368	151	986	347	1,333
Total Elementary	52,603	14,312	2,341	822	2,180	487	4,521	1,309	5,830
Secondary Female	10,895	4,765	668	297	501	159	1,169	456	1,625
Secondary Male	16,534	2,009	668	93	506	71	1,174	164	1,338
Total Secondary	27,429	6,774	1,336	390	1,007	230	2,343	620	2,963
Total Female	50,782	14,832	2,391	923	2,313	495	4,704	1,418	6,122
Total Male	29,250	6,254	1,286	289	874	222	2,160	511	2,671
Total Teachers	80,032	21,086	3,677	1,212	3,187	717	6,864	1,929	8,793

NOTE: Information for downstate schools was taken from the 1975-76 Teacher Service Record forms collected by the Illinois Office of Education and includes regular full-time teachers in all Illinois public school districts, except the Chicago Public School District. Special education teachers are not included in the data shown above.

Information for Chicago schools was estimated from Actuarial Statistics published annually by the Public School Teachers' Pension and Retirement Fund of Chicago.

Table 7

CHANGE IN THE DEMAND FOR TEACHERS IN ILLINOIS: 1965-66 THROUGH 1975-76

Year	NUMBER OF TEACHERS IN ILLINOIS			TEACHER DEMAND IN ILLINOIS			
	Downstate	Chicago	Total	Downstate	Chicago	Total Demand	% of All Teachers
1965-66	60,712	16,454	77,166	13,000 e	2,403	15,403	20.0%
1966-67	65,783	17,084	82,867	14,150 e	2,581	16,731	20.2%
1967-68	67,791	17,551	85,342	11,850 e	2,681	14,531	17.0%
1968-69	72,262	18,622	90,884	14,600 e	2,993	17,593	19.4%
1969-70	75,904	19,509	95,413	14,332	3,616	17,948	18.8%
1970-71	78,287	20,325	98,612	12,853	3,317	16,170	16.4%
1971-72	78,607	20,742	99,349	9,894	2,507	12,401	12.5%
1972-73	79,423	21,433	100,856	9,937	2,361	12,298	12.2%
1973-74	79,838	21,302	101,140	9,263	2,280	11,543	11.4%
1974-75	80,665	21,771	102,436	8,869	2,940	11,809	11.5%
1975-76	80,032	21,086	101,118	6,397	1,929	8,326	8.2%

NOTE: All data for Chicago are estimated as well as numbers followed by the letter "e". The number of "teachers" represents full-time elementary and secondary teachers. The information presented for downstate schools was taken from the annual Teacher Service Record forms collected by the Illinois Office of Education. All Chicago data were estimated from annual reports of the Actuarial Statistics published by the Public School Teachers' Pension and Retirement Fund of Chicago. Demand data for downstate schools were calculated by adding turnover number to net change in the number of teachers for any given year; consequently figures reported differ slightly from demand data calculated by adding beginning and reentering teachers.

teachers for downstate schools from 1965-66 to 1971-72. The demand data presented for downstate schools, therefore, also contain a small amount of error. Nevertheless, if it is assumed that the error in the data for Chicago schools and downstate schools is somewhat constant, trends can be obtained and examined.

It is evident from the data presented in Table 7 that the total number of full-time elementary and secondary teachers employed in Illinois grew considerably from 1965-66 to 1974-75. The growth has been steadily rising during this period of time but appears to have peaked at approximately 102,436 in 1974-75. For the first time in 10 years the total number declined in 1975-76 by 1318 or 1.3 percent. The total number of teachers in Chicago schools declined slightly in 1973-74 but rose again in 1974-75. Both downstate schools and Chicago schools, however, experienced a decline in the total number of teachers during the current, 1975-76, school year.

While the total number of teachers in Illinois has exhibited steady growth through 1974-75 the total teacher demand in Illinois peaked in 1969-70 and has experienced a somewhat erratic downward trend since then. About 18,000 incoming teachers (17,948) were employed in 1969-70 compared to approximately 8,326 in 1975-76. Except for a slight increase in 1974-75, due to an increase in the demand for teachers in Chicago during that year, total Illinois teacher demand has dropped by 9622 or 53.6 percent in the last six years.

The pattern in the demand for teachers has not been the same during the last ten years for Chicago schools and downstate schools. Demand for teachers in downstate schools peaked at an estimated 14,600 in 1968-69. Demand for teachers in Chicago schools peaked at an estimated 3,616 in 1969-70. In both

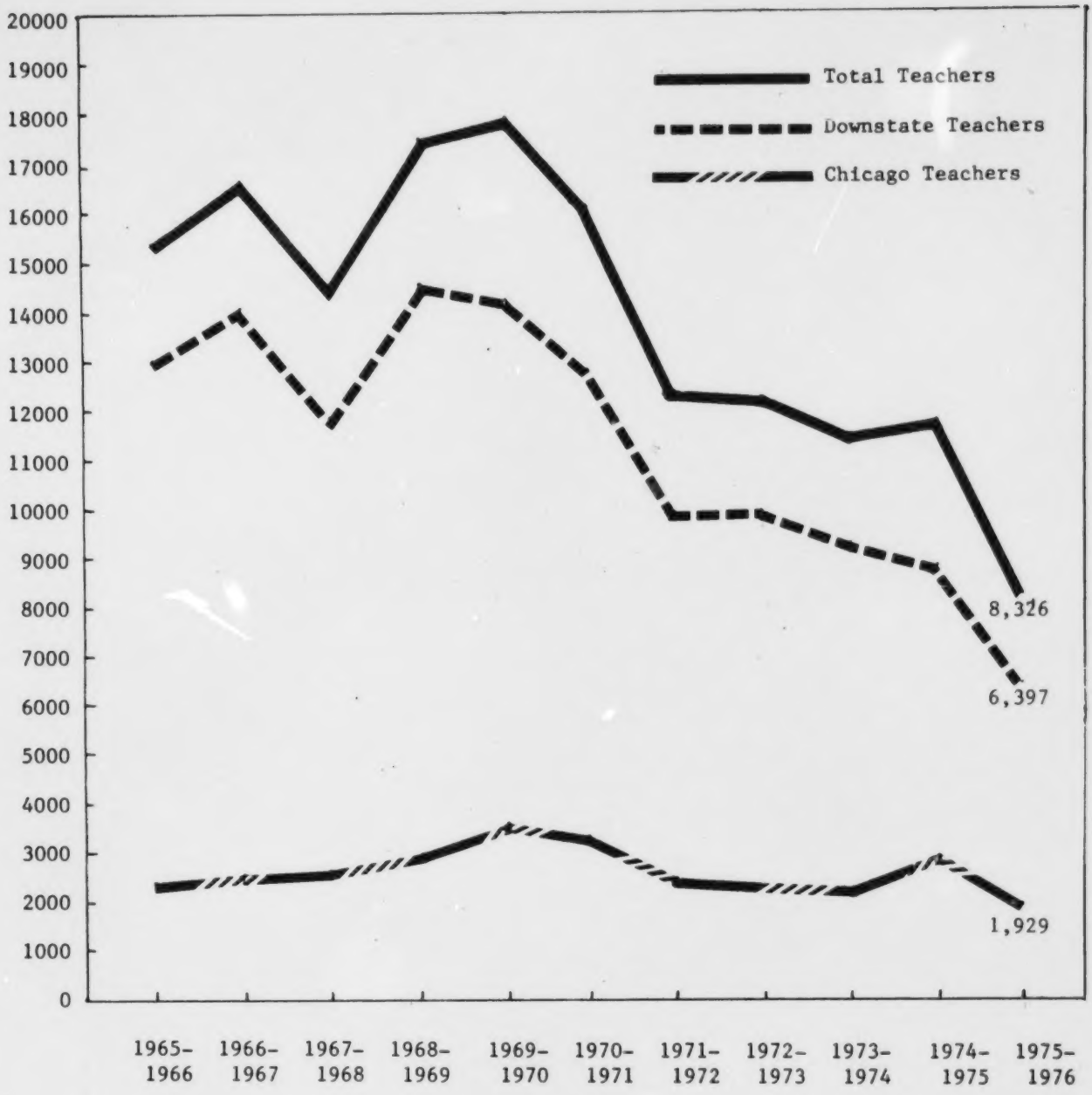
cases, however, demand has dropped considerably from the peak year - by 8203 or 56.2 percent for downstate schools, and by 1687 or 46.7 percent for Chicago schools.

The overall downward trend in the demand for teachers in Illinois schools, shown by the decline in the number of incoming teachers, is also evident when the percentage of all teachers who were incoming is examined from 1965-66 to 1975-76. While approximately 20.0 percent of all Illinois elementary and secondary teachers were newly employed (beginning or reentering) in 1965-66, only 8.2 percent were incoming teachers in 1975-76. The decline in the percentage of all teachers who were newly employed has been relatively consistent during the last ten years. There was a 0.2 percent increase from 1965-66 to 1966-67, a 2.4 percent increase from 1967-68 to 1968-69, and a 0.1 percent increase from 1973-74 to 1974-75, but the decline in the percentages during the remaining years was considerably more than the slight increases identified above.

Change in the demand for Illinois teachers during the last 10 years is illustrated in Figure 2. Figure 2 graphically illustrates the data presented in Table 7. It is shown that while the demand for teachers in Illinois during the last 10 years has been erratic, there has been an unmistakable downward trend in the last 6 years. The demand for teachers in downstate schools peaked in 1968-69, and the demand for teachers in Chicago schools peaked in 1969-70. While there was some "leveling off" in the downward trend during the three-year period from 1971-72 to 1974-75, a sharp decline in demand for teachers was again evident for both Chicago schools and downstate schools in 1975-76.

Figure 2

TRENDS IN THE DEMAND FOR TEACHERS IN ILLINOIS, 1966-1976



Future Outlook for Teacher Demand

A number of important factors influence teacher demand, very few of which can be quantified or projected beyond a few years at a time. Those factors include teacher turnover, public school enrollment, the financial condition of school districts, mandated or planned curriculum offerings, planned class size or pupil/teacher ratio, school board/teacher organization negotiated agreements, and Illinois teacher tenure laws.

One factor for which some data are available is Illinois teacher turnover. Accurate figures on the turnover number and rate for downstate schools can be obtained from the Teacher Service Record. Using the estimated number of total teachers and the estimated demand for teachers in Chicago presented earlier, the number and rate of teacher turnover for Chicago schools can also be indirectly estimated. The procedure for estimating turnover number for Chicago schools is to subtract the net change in total teachers in a given year from the estimated demand or total incoming teachers. Recent Illinois teacher turnover data are presented in Table 8.

It is shown in Table 8 that the turnover number and turnover rate for full-time elementary and secondary teachers in downstate schools have declined steadily during recent years. While the decrease each year has been variable, the average annual decline has been about 1.0 percent (from 14.8 percent in 1968-69 to 8.7 percent in 1974-75). This means that the demand for teachers for replacement purposes in downstate schools has experienced a small, but steady decline.

Turnover number and turnover rate for teachers in Chicago schools have not changed in a consistent manner during recent years. While turnover number and turnover rate decreased each year from 1968-69 to 1971-72, the number and

Table 8

ILLINOIS TEACHER TURNOVER

End of School Year	Downstate Schools		Chicago Schools	
	Turnover Number	Turnover Rate	Turnover Number	Turnover Rate
1968-69	10,690	14.8%	2,729	14.7%
1969-70	10,470	13.8%	2,501	12.8%
1970-71	9,574	12.2%	2,090	10.3%
1971-72	9,121	11.6%	1,670	8.1%
1972-73	8,848	11.1%	2,411	11.2%
1973-74	8,042	10.1%	2,471	11.6%
1974-75	7,030	8.7%	2,614	12.0%

NOTE: Turnover information for downstate schools was obtained from the annual Teacher Service Record forms collected by the Illinois Office of Education. Turnover information for Chicago schools was calculated from estimated changes in the number of teachers and estimated demand for teachers in the Chicago Public School system. All turnover data represent full-time elementary and secondary teachers.

rate of turnover have increased during the last 3 years (from 8.1 percent in 1971-72 to 12.0 percent in 1974-75). The increase in the last 3 years suggests that demand for teachers in Chicago schools for replacement purposes has increased.

It is important to remember that information for Chicago schools, from which turnover data were calculated, was estimated indirectly and may contain a relatively high degree of error (when compared to the error in turnover data for downstate schools). Nevertheless, if it is assumed that the degree of error is constant, it is observed that the rate of turnover in downstate schools has been decreasing while the turnover rate increased in Chicago schools. While a detailed analysis of the factors which affect teacher turnover was not done, it is evident that the factors may not influence teacher turnover in Chicago schools and teacher turnover in downstate schools in the same manner.[1] This inconsistency suggests that any short-term predictions regarding the effect of teacher turnover on total Illinois teacher demand would be highly speculative.

Another factor which affects demand for teachers in Illinois is public school enrollment. In an updated report to the Illinois State Board of Education in the summer of 1976, it was reiterated that total (K-12) enrollment in Illinois public schools can be expected to decline at least until the mid-1980's.[2] All other factors aside, the decline in enrollment is expected

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[1]A more detailed analysis of the factors which affect teacher turnover was done in 1974-75 before turnover information for Chicago was available. Reductions in turnover in downstate schools were more easily explained by examining changes in the number of teachers reaching retirement age, annual increases in salaries, increasing availability of maternity leave without resignation, and other factors. See "Illinois Teacher Supply and Demand: 1974-75," State Board of Education, Illinois Office of Education, Winter, 1975.

[2]The information for the report to the State Board of Education was drawn from a technical report titled, "Illinois Statewide Enrollment Projections: A Documentation of Procedures, Limitations and Projections Evaluation" which can be obtained from the Research and Statistics Section, Department of Planning and Research, Illinois Office of Education, 100 North First, Springfield, Illinois 62777.

to affect the number of teachers employed and, consequently, teacher demand, but the relationship between enrollment and teacher demand is neither immediate nor perfect. When discussing staffing trends, it was noted that there is a lag period between the time when enrollments decline and when reductions in force (i.e., staff) occur.

While it is difficult to predict exactly how declining enrollment will affect the number of needed staff because of the number of other factors which influence teacher demand, it is clear that fewer teachers will be needed to maintain a given pupil-teacher ratio. If it is assumed that present pupil-teacher ratios are maintained and that curriculum offerings are not expanded, there will be a need for fewer classroom teachers.

Pupil enrollment has been considered and accepted as a major influence on the need for teachers. Recently, however, the financial condition of school districts has been publicized as the primary factor to affect teacher employment. Layoffs of non-tenured and sometimes tenured teachers have been anticipated, predicted, and sometimes confirmed by local school district personnel. The reasons most often given are declining enrollments and, most recently, unavailable funds to pay teachers. If there is any validity to the predictions, the financial condition of school districts threatens to over shadow all other factors affecting teacher demand.

Limitations of existing data do not warrant precise or long-term projections of Illinois teacher demand. Trends in demand, however, together with available data regarding teacher turnover and pupil enrollment suggest that the decline in the demand for teachers is expected to continue in the near future. Based upon declining enrollment, decreasing numbers of turnover in downstate schools, and threatened layoffs, total Illinois teacher demand is

expected to decrease by a substantial but unpredictable margin. In downstate schools alone, teacher demand is predicted to drop from 6,397 in 1975-76 to somewhere between 2,400 and 4,800 in 1976-77. Further decreases of 1,800 to 4,200 are anticipated in 1977-78, and in 1978-79 downstate demand is expected to be from 1,200 to 3,600. The mean teacher demand projected for downstate schools, therefore, will be 3,600 in 1976-77, 3,000 in 1977-78 and 2,400 in 1978-79. These anticipated declines are based upon current trends in teacher turnover and assume that school district financial conditon and curriculum offerings remain relatively constant. There is, of course, no guarantee that these latter conditions will remain stable. In fact, it is the current unstable nature of these factors which prohibit accurate short-range predictions.

The projected decrease in demand for downstate teachers, while containing an unknown amount of error, was based upon accurate teacher turnover data. Accurate data for predicting change in demand for Chicago schools, however, are not available. Nevertheless, if it is assumed that the demand for teachers in Chicago relative to statewide teacher demand will remain about the same, rough estimates can be calculated. There is some justification for making this assumption. During the last five years the demand for teachers in Chicago, as a percentage of total Illinois teacher demand, has ranged from 19.2 percent to 24.9 percent. The mean percentage for this time period was 21.5 percent. By assuming a constant ratio of demand for downstate teachers to demand for teachers in Chicago, therefore, short-range projections of total statewide demand are possible. Using the mean teacher demand projected for downstate schools during each of the next 3 years, total statewide demand was calculated to be approximately 4600 in 1976-77, 3800 in 1977-78, and 3100 in 1978-79. It is important to remember that these figures are highly speculative and could easily vary by plus or minus 1500.

In summary, given the current circumstances regarding the factors which affect the demand for teachers in Illinois, it is probable that demand will continue to drop substantially in the next few years. The magnitude of the decreases, however, cannot be projected with a high degree of accuracy.

IV. THE SUPPLY/DEMAND BALANCE

The current supply of graduates prepared to teach and the current demand for teachers (number of incoming teachers) have been documented. It is known that the current supply is greater than the current demand in the state of Illinois. Trends in the overall teacher supply/demand balance are yet to be reviewed. While it is known that a general or statewide oversupply of teachers exists, however, it is also known that a condition of oversupply does not exist in all subject areas or in all geographic locations throughout the state. Small colleges and universities, located in low population areas of the state, for example, continue to report a very high placement record for teacher graduates. It is important, therefore, that subject area comparisons of the teacher supply/demand balance, trends in the statewide supply/demand balance, and the implications of current and anticipated conditions be examined.

The Current Balance in Specific Subject Areas

Two avenues are available for examining the current teacher supply/demand balance in specific subject areas. The first simply compares the number of bachelor's degree graduates completing preparation for a standard teaching certificate at Illinois colleges and universities during 1974-75 with the number of beginning teachers employed in downstate schools in 1975-76. This comparison is presented in Table 9. Only data for beginning teachers in downstate schools are presented because of the unavailability of this information for Chicago schools. The 1974-75 graduates are compared with beginning teachers in 1975-76 because this is when the 1974-75 graduates became eligible to teach.

In addition to presenting the actual numbers of teachers prepared and employed, Table 9 also presents a supply/demand index for each subject area, which is the number of new potential teachers divided by the number of actual

Table 9

A COMPARISON OF THE NUMBER OF UNDERGRADUATES PREPARED TO TEACH IN SELECTED SUBJECT AREAS DURING 1974-75 WITH THE NUMBER OF BEGINNING TEACHERS EMPLOYED IN DOWNSTATE ILLINOIS PUBLIC SCHOOLS IN 1975-76

Subject Area	Rank	Newly Prepared Teachers (Supply)	Full-time & Part-time Beginning Teachers (Demand)	Supply/ Demand Ratio
Social Sciences	1	1026	179	5.73
Physical Education - Male	2	632	123	5.14
Foreign Languages	3	390	97	4.02
Business Education	4	378	112	3.38
Elementary - Regular Instruction	5	4067	1219	3.34
Vocational and Technical Education	6	80	25	3.20
Art	7	460	186	2.47
Physical Education - Female	8	531	215	2.47
Music	9	595	290	2.05
English-Language Arts	10	983	482	2.04
Home Economics	11	254	150	1.69
Health Education	12	88	54	1.63
Mathematics	13	398	298	1.34
Natural Sciences	14	337	262	1.29
Agriculture	15	45	37	1.22
Industrial Arts and Education	16	165	166	.99

Note: The new supply of bachelor's degree teachers was taken from the "New Supply of Illinois Instructional Personnel" forms which were completed by all 61 Illinois colleges and universities preparing teachers and collected by the Illinois Office of Education. The number of beginning teachers was taken from the Teacher Service Record forms which are collected by the Illinois Office of Education and include part- and full-time teachers in all Illinois public school districts, except the Chicago Public School System.

Since data identifying teachers by sex were not available for 45 part-time physical education teachers, it was estimated that 37 percent (16) were male and 63 percent (29) were female. This estimate was based upon the overall male-female ratio of beginning physical education teachers employed on a full-time basis.

Special Education teachers are not included in the above table because of the lack of accurate demand data for these teachers. It was estimated, however, that 1637 new Special Education teachers were prepared in 1974-75 and 950 beginning Special Education teachers were employed in downstate schools. The supply/demand ratio, therefore, was approximately 1.72.

beginning teachers. Subject areas are rank-ordered from high to low, based upon their supply/demand index value. The index values are relative in that neither the entire teacher supply nor the total statewide demand are represented. An index value, therefore, cannot be interpreted in isolation from the indices of other subject areas. Nevertheless, different index values for the selected subject areas do reflect real differences in the supply/demand balance.

The five subject areas showing the greatest oversupply of teachers, based upon their index values, were social sciences (5.73), physical education - male (5.14), foreign languages (4.02), business education (3.38), and elementary regular instruction (3.34). This means that the supply of teachers, relative to the demand, is greatest in the above 5 areas. It is important to remember the relativity of these indices. While elementary regular instruction had an index value of 3.34 and foreign languages had an index of 4.02, 1219 full-time and part-time persons were employed as elementary teachers in downstate schools while only 97 foreign language teachers were employed.

Those areas evidencing the least oversupply or shortage of teachers, based upon their index values, were industrial arts and education (.99), agriculture (1.22), natural sciences (1.29), mathematics (1.34), and health education (1.63). Again, it is important to remember that the index values are relative. While agriculture had a low index value (1.22), only 37 teachers were employed in this area in 1975-76 in downstate schools. In the area of mathematics, however, the index value was 1.34, but 298 teachers were employed.

The second avenue to be used for examining the teacher supply/demand balance in specific subject areas is the subjective ratings, or opinions, of college and university placement directors. It was mentioned earlier that

placement directors are often the first to know of a change in the teacher supply/demand balance because of their day-to-day contact with local school district personnel in their efforts to find employment for teacher graduates. Using an eleven point scale from -5 (an extreme shortage of teachers) to +5 (an extreme oversupply of teachers) placement personnel from all institutions in Illinois rated teacher supply and demand in areas for which their respective institutions prepared teachers and for which they had a definite opinion. Mean ratings were then calculated from the individual ratings. The mean ratings, in rank order, are presented in Table 10.

It is shown in Table 10 that, in the opinion of Illinois placement personnel, those areas where the greatest oversupply of teachers currently exists are social studies, foreign languages, regular elementary instruction, English and language arts, and physical education. These five areas of oversupply closely parallel the areas of oversupply identified in Table 9. In Table 9, business education was listed in the top five areas of oversupply while in Table 10, English and language arts were listed in the top five.

Those teaching areas for which the demand is felt to be greater than the supply include industrial arts, industrial oriented occupations and cooperative vocational education programs, agriculture, health education, and some areas of natural science (chemistry and physics). These areas of relative teacher shortage also parallel the areas of least oversupply identified in Table 9. Mathematics was identified as an area of least oversupply in Table 9, but placement personnel rate supply and demand to be about equal in mathematics. On the other hand, placement personnel identify the areas of industrial oriented occupations and cooperative vocational education as areas where teacher shortages exsit. The data in Table 9

Table 10

TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS
FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1975-76

RATING CODE

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage				Slight Teacher Shortage	Supply Equals Demand	Slight Teacher Oversupply				Extreme Teacher Oversupply
-5	-4	-3	-2	-1	0	1	2	3	4	5

AREA OF PREPARATION	RANK ORDER 1975-76	AVERAGE (MEAN) RATING* 1975-76	1974-75	1973-74	1972-73
ELEMENTARY SCHOOL TEACHER					
Regular Elementary Instruction	1	2.5	1.7	1.7	1.9
Foreign Languages	2	2.4	2.6	2.3	2.7
Phys. & Health Ed. (Men K-8)	3	2.3	1.4	1.6	1.4
Phys. & Health Ed. (Women K-8)	4	2.0	1.0	1.2	-0.1
Art (K-8)	5	1.8	1.5	1.7	1.5
Music (K-8)	6	1.2	0.8	0.8	-0.9
Early Childhood (Pre-Kindergarten)	7	0.7	0.8	**	**
JUNIOR HIGH SCHOOL TEACHERS					
Social Science	1	2.8	3.2	3.4	3.7
Language Arts	2	1.8	2.0	1.9	2.0
Home Economics	3	1.3	0.5	0.7	1.4
Natural Science	4	0.5	0.1	0.4	-0.9
Mathematics	5	0.1	0.1	-0.1	-1.0
Industrial Arts	6	-2.7	-2.3	-3.3	-3.6
HIGH SCHOOL TEACHERS					
Psychology	1	3.5	3.1	3.3	3.4
Sociology	2	3.4	3.0	3.1	4.1
History	3	3.3	3.2	4.0	4.5
Government, Civics & Political Sci.	4	3.1	2.9	3.3	4.4
Russian	5	2.8	1.5	2.1	1.7
Phys. & Health Ed. (Men)	6	2.6	2.3	2.7	2.9
Economics	7	2.5	2.3	2.4	2.9
German	8	2.5	1.8	2.0	2.4
Geography	9	2.3	2.6	2.7	3.2
English	10	2.3	2.3	2.5	3.0
Journalism	11	2.3	1.0	1.0	0.5
French	12	2.3	2.1	2.2	2.4
Speech and Drama	13	2.2	2.0	1.8	2.7
Latin	14	2.0	1.4	1.6	1.6
Spanish	15	2.0	1.7	1.6	2.1
Driver and Safety Education	16	1.9	1.6	2.0	**
Art	17	1.9	1.9	1.8	2.7
Phys. & Health Ed. (Women)	18	1.8	1.4	1.6	0.7
Home Economics	19	1.4	0.3	0.0	0.5
Business Education	20	1.2	0.8	0.5	2.1
Music	21	1.1	0.9	1.0	0.2
Earth Science	22	0.8	0.5	0.4	-0.1
Biology	23	0.8	0.6	1.1	1.2
General Science	24	0.8	0.3	0.4	-0.5
Health Education	25	0.6	-0.6	1.0	**
Mathematics	26	0.2	0.0	0.0	-1.3
Health Occupations	27	0.0	-0.2	-0.3	**
Public Service Occupations	28	0.0	0.2	0.0	**
Chemistry	29	-0.4	-0.4	0.2	-0.5
Physics	30	-0.4	-0.4	-0.4	-1.7
Coop. Vocational Ed. Program	31	-0.5	-2.0	-1.6	**
Industrial Oriented Occupations	32	-1.7	-2.9	-2.6	-4.2
"Other" High School Teachers	33	-2.0	1.0	**	**
Industrial Arts (General)	34	-2.3	-3.1	-3.3	-3.9
Agriculture	35	-2.6	-2.6	-0.7	0.2

- continued next page -

Table 10

TEACHER SUPPLY AND DEMAND AS RATED BY PLACEMENT DIRECTORS FROM ILLINOIS COLLEGES AND UNIVERSITIES: 1975-76 (CONTINUED)

RATING CODE
A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A 1 through 5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage				Slight Teacher Shortage	Supply Equals Demand	Slight Teacher Oversupply				Extreme Teacher Oversupply
-5	-4	-3	-2	-1	0	1	2	3	4	5

AREA OF PREPARATION	RANK ORDER 1975-76	AVERAGE (MEAN) RATING* 1975-76	1974-75	1973-74	1972-73
SPECIALIZED PERSONNEL					
Guidance Counselor	1	2.0	1.3	1.5	1.0
Instructional Media Coordinator	2	0.5	1.0	1.5	**
Librarian	3	0.3	1.1	0.1	3.0
Career/Voc. Counselor	4	0.0	-0.1	-0.8	**
School Social Worker	5	-0.3	-1.1	0.1	-3.0
School Psychologist	6	-0.5	-0.8	-0.4	-2.0
School Nurse	7	-0.8	-0.2	-0.5	-2.2
SPECIAL EDUCATION TEACHERS					
Educable Mentally Handicapped	1	0.4	-0.1	-0.1	0.0
Gifted Education Teacher	2	0.1	-0.3	**	**
Visually Handicapped	3	-0.2	-0.9	-1.2	-2.4
Trainable Mentally Handicapped	4	-0.4	-0.5	-0.3	0.4
Remedial Reading	5	-0.7	-1.5	-1.5	-3.9
Physically Handicapped	6	-0.8	-1.0	0.0	-2.6
Learning Disorders	7	-0.9	-1.6	-2.3	-3.0
Deaf and Hard of Hearing	8	-1.0	-0.7	-0.1	-2.6
Speech Correction	9	-1.0	-1.6	-1.8	-2.5
Emotional and Soc. Handicapped	10	-1.4	-1.6	-1.4	-2.8
Bilingual Teacher	11	-1.9	-2.2	**	**
ADMINISTRATORS					
Personnel Director	1	1.9	1.1	1.1	**
Research Director	2	1.2	-0.1	0.2	**
Principal	3	0.9	0.3	1.0	-0.3
Superintendent	4	0.7	0.5	0.5	-0.1
Curriculum Director	5	0.6	0.3	0.7	**
"Other" Administrators	6	0.0	-0.1	**	**
Business Manager	7	-0.6	-0.9	-0.6	-1.4
Vocational Ed. Administrators	8	-0.8	-1.1	-1.3	**

* The mean ratings were calculated from individual ratings supplied by placement directors. Placement directors were asked to rate only those areas in which their institutions prepared certificated school personnel for which they had a definite opinion.

** No information available for these categories.

All information was provided by Illinois university and college placement personnel on the "Teacher Supply and Demand Rating Scale" form collected annually by the Illinois Office of Education.

suggest that a relative oversupply of teachers exists in the area of vocational and technical education. In short, the index values reported in Table 9 and the ratings presented in Table 10, except for one or two areas, do tend to complement one another.

Other educational areas where placement personnel felt there was a shortage of trained personnel include some ungraded specialists (nurses, psychologists, social workers), most special education fields, and some administrative personnel (business managers and vocational education administrators).

When the mean ratings for 1975-76 are compared with the mean ratings of previous years, a few generalizations are possible. First, the most severe oversupply of teachers continues to be in the social studies. The greatest shortages of teachers continue in industrial and occupational education areas and in special education areas. Finally, the general oversupply of teachers appears to have increased. Changes in the overall supply/demand balance deserve further examination.

Trends in the Illinois Teacher Supply/Demand Balance

Using the Illinois teacher supply data and the Illinois teacher demand data presented and discussed in previous chapters, it is possible to compare the trend in the overall supply/demand balance for the last ten years and the next three years. The new supply of Illinois graduates prepared to teach at the elementary and secondary level has been compared to the estimated statewide demand for full-time elementary and secondary teachers in Table 11. It should be emphasized that all demand data are estimated, but the projected figures for 1976-77, 1977-78, and 1978-79 represent very rough estimates. A supply/demand index for each year is also presented in Table 11. The supply was divided by the demand to obtain the reported indices.

Table 11

CHANGES IN THE SUPPLY/DEMAND BALANCE OF ILLINOIS TEACHERS

School Year	Demand For Teachers In Illinois Public Schools	New Supply of Illinois Graduates Prepared to Teach	Supply/Demand Ratio
1965-66	15,403	9,440	.61
1966-67	16,731	9,929	.59
1967-68	14,531	10,600	.73
1968-69	17,593	12,310	.70
1969-70	17,948	13,901	.77
1970-71	16,170	14,888	.92
1971-72	12,401	16,650	1.34
1972-73	12,298	17,768	1.44
1973-74	11,543	15,875	1.38
1974-75	11,809	14,054	1.19
1975-76	8,326	11,417	1.37
	PROJECTIONS		
1976-77	4,600*	10,371	2.25
1977-78	3,800*	9,447	2.49
1978-79	3,100*	8,700	2.81

NOTE: All demand data are estimated. Figures reported represent full-time regular elementary and secondary teachers.

* These figures are highly speculative and could easily vary by plus or minus 1500.

Assuming complete and accurate data, an index value of 1 in any given year would imply that supply of new graduates and demand were equal. An index value greater than 1 would indicate an oversupply of teachers, and values less than 1 would reveal overall teacher shortages. Since all demand data are estimates of only full-time elementary and secondary teachers and supply data represent only potential beginning teachers--not reentering teachers or teachers prepared out-of-state--an index value for a given year should not be interpreted in isolation of the values for other years. This is not to suggest that annual changes in the supply/demand balance cannot be inferred from the reported indices. Error in the data presented is assumed to be relatively constant for all school years.

The data in Table 11 document the general shortage of teachers in the latter 1960's. Index values of less than 1 are evident until 1970-71 although the supply/demand index of .92 during that year suggests that supply was closely approaching demand at that time. The index jumped to 1.34 in 1971-72, however, marking the first year of a substantial teacher oversupply in the state of Illinois. The gap between supply and demand continued to widen in 1972-73 as the supply of teachers climbed to 17,768 while demand continued to decrease. As the supply of teachers began to decline after reaching a peak during 1972-73 the supply/demand ratio ceased to increase beyond the high of 1.44 indicated for that year. Since then, both the supply and the demand for teachers in Illinois have fallen--although not at equal rates. The general oversupply condition, however, has remained until the current year. The supply/demand index indicated for 1975-76 is 1.37.

Figure 3 graphically illustrates the data presented in Table 11. The shortage of teachers before 1970-71 is evident by the position of the demand line above the supply line. It can be seen that supply and demand

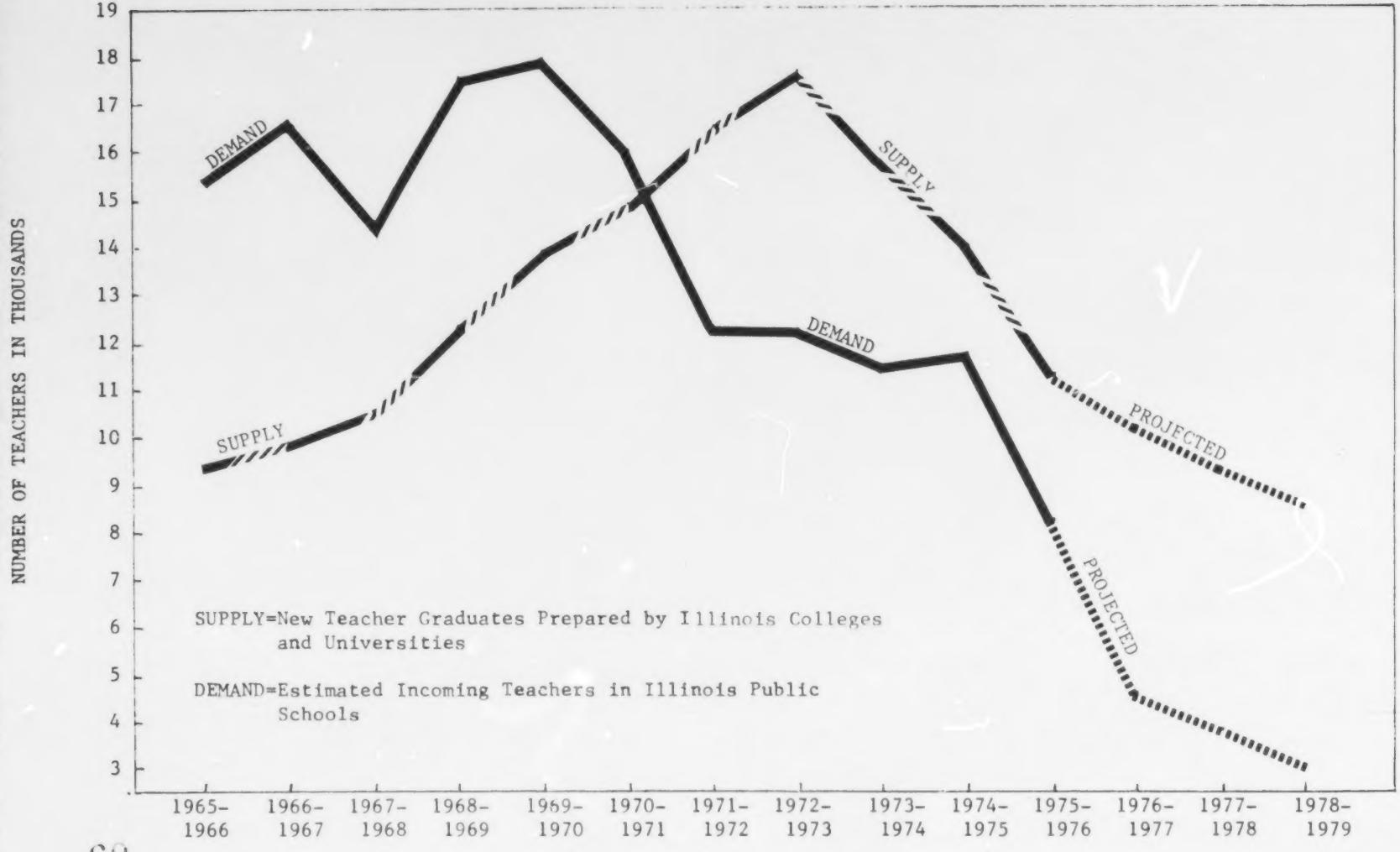
were about equal in 1970-71 as the two lines approached one another, intersected and then separated as the supply increased and demand decreased. The oversupply of teachers since that time is evident by the position of the supply line above the demand line.

The projected teacher supply/demand balance from 1976-77 through 1978-79 indicated in Table 11 and on Figure 3 shows that the oversupply of teachers in Illinois is expected to continue, and that the gap between supply and demand is expected to widen considerably. The magnitude of this projected gap, of course, depends upon the relative declines in both supply and demand. It appears from the supply and demand lines illustrated in Figure 3 that a decline in supply will continue to follow the decline in demand. If both continue to decrease at the same rate, the oversupply condition will remain, but the gap will remain relatively constant. If supply decreases faster than demand, the oversupply condition will gradually diminish. It is also true, of course, that if demand decreases faster than supply, the oversupply of teachers will not only continue, but the relative gap will widen.

It must be remembered that a number of different factors affect both the supply of teachers and the demand for teachers, and that the data presented in Table 11 and Figure 3 only represent part of the total Illinois supply/demand picture. The potential teacher supply of previously trained Illinois teachers and teachers prepared out-of-state are not considered in this analysis. On the other hand, the degree to which declining enrollment and the financial status of school districts are going to affect Illinois teacher demand cannot be measured with precision. Given the information that is available, however, it is probable that a general teacher oversupply will continue to exist in Illinois during the next few years.

Figure 3

A COMPARISON OF TEACHER SUPPLY AND DEMAND IN ILLINOIS PUBLIC SCHOOLS



Implications for Employment

Occupational Follow-up

One consequence of an oversupply of teachers is that persons seeking positions as teachers may have a difficult time finding employment. An analysis of the occupational status of recent graduates prepared to teach, therefore, provides one indirect method for assessing the teacher supply and demand balance. Such an analysis would also help prospective teachers and placement personnel anticipate employment conditions in the teaching profession.

It was indicated earlier that placement personnel at all 61 institutions in Illinois which prepare teachers provide information regarding the employment status of recent graduates prepared to teach. The data collection instrument used to obtain this information, the "Occupational Follow-up of Supply of Illinois Teachers" form, requires that respondents provide the number of teachers prepared the previous year by major area of preparation and by employment status. A summary of the data collected in the spring of 1976 is presented in Table 12.

Information presented in Table 12 is not obtained by all placement personnel in a uniform manner. Some institutions have ceased to do follow-up studies of their graduates. When reasonable to do so, some placement directors estimated, or provided directions for estimating, the number of teachers reported in the identified categories. In short, there were many prospective teachers for whom accurate data were not available. This error, considered to be relatively high, should be considered when comparing statistics in Table 12.

It was reported that 40.9 percent of the 1975 graduates prepared to teach at the elementary level found employment as teachers in Illinois. Another 7.4 percent found employment out-of-state. In both instances, a

Table 12

OCCUPATIONAL FOLLOW-UP OF 1975 GRADUATES FROM ILLINOIS INSTITUTIONS OF HIGHER EDUCATION COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME.

OCCUPATION ON November 1, 1975	PERCENTAGE OF PERSONNEL BY TYPE OF PREPARATION AND SEX								
	ELEMENTARY			SECONDARY			SPECIAL EDUCATION		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Teaching in state*	46.5	40.1	40.9	36.3	34.3	35.1	57.9	54.7	55.1
Teaching outside state*	10.5	6.9	7.4	5.4	4.2	4.7	7.0	5.8	5.9
Otherwise gainfully employed	12.6	12.9	12.9	20.4	21.2	20.9	5.8	4.8	4.9
Continuing formal study	4.0	3.0	3.1	8.1	7.3	7.7	2.5	2.2	2.2
Military service	0.4	0.0	0.1	0.6	0.3	0.4	0.0	0.1	0.1
Homemaking	0.0	4.1	3.6	0.1	3.6	2.2	0.0	1.3	1.1
Seeking a teaching position	13.2	13.6	13.6	7.1	8.3	7.8	9.9	9.1	9.2
Seeking a nonteaching position	0.6	0.4	0.4	0.6	0.4	0.5	0.0	0.4	0.3
No information	12.2	18.9	18.0	21.3	20.4	20.8	16.9	21.7	21.2
Total Percent**	100.0	99.9	100.0	99.9	100.0	100.1	100.0	100.1	100.0
Total Number	810	5214	6024	3291	4845	8136	242	1895	2137

* Persons hired as teacher aides or in other education related positions not included.

** Because of rounding-off, column totals do not always equal exactly 100.0 percent.

NOTE: All data presented above were taken from the 1975-76 "Occupational Follow-up of Supply of Illinois Teachers" form which was completed by placement directors from Illinois Institutions of Higher Education with teacher education programs.

slightly higher proportion of males found employment than did females. Relatively fewer persons prepared to teach at the secondary level found employment, about 35.1 percent found employment in Illinois and another 4.7 percent found employment out-of-state. Again, a slightly higher percentage of males found jobs than did females at the secondary level.

Special education teachers were better able to find employment than were elementary or secondary teachers. Over half (55.1 percent) of prospective teachers in special education were reported teaching in Illinois, and 5.9 percent were teaching out-of-state. Males in this area were also better able to find employment than females. A slightly higher percentage of males in special education were reported for both in-state and out-of-state teaching.

While less than half of all teachers prepared at the elementary and secondary level and slightly over one half of those prepared in special education found employment as teachers, it is important to note that only 13.1 percent of prospective elementary teachers, 7.8 percent of prospective secondary teachers and 9.2 percent of prospective special education teachers were reported to be still seeking a teaching position in the year after graduation. This is because all educational personnel prepared during a given year do not seek employment as teachers immediately after graduation. The percentage of those graduates seeking employment who find employment as teachers is higher than the corresponding percentage of the total number of graduates who find employment as teachers.

Trends in the percentage of new Illinois teacher graduates who entered teaching the year after graduation are shown in Table 13. The percentage of newly prepared elementary teachers employed as teachers the year after graduation has consistently been higher than for secondary teachers, and the percentage of special education teachers obtaining employment has consistently been about

equal to (1969-70) or higher than the percentage of elementary teachers finding employment. A pattern in the percentage of elementary and secondary teachers finding employment, however, is revealed when the percentage is reviewed over time. The 1960's have been previously identified as a period of overall teacher shortage. The range in the percentage of teachers employed during that time was from 67.0 percent to 73.6 percent. During the last 4 years, a period identified as one of a general teacher oversupply, the range has been from 43.4 percent (the latest year for which data are available) to 46.8 percent. This sharp decline during the last four years provides further evidence that a general teacher oversupply has existed during these latter years.

Teaching Combinations

The types and combinations of teaching assignments most frequently found in Illinois schools have been examined in the past because of their relevance to the supply and demand for teachers. On the one hand, an analysis of the most frequent combinations serves to identify the teaching patterns which have evolved over the years, thus describing in a more specific manner the nature of teacher demand. On the other hand, an identification of the most frequent teaching combinations helps prospective teachers (the potential supply of teachers) identify second or third major areas of preparation in which teachers have been employed, thus helping them to plan their curriculum choices. While it is generally true that high school teachers in very large schools may teach only one subject or related subjects in one teaching field, this is not necessarily the case in smaller schools or at the junior high or middle school level. Available teaching positions often require that persons be prepared to teach a number of subjects in an academic area or be able to teach two or more subjects in unrelated areas. It has been assumed, therefore, that prospective teachers who wish to increase their opportunities for employment should be prepared in as many subject areas as possible.

Table 13

PERCENTAGE OF NEW ILLINOIS TEACHER GRADUATES WHO ENTERED TEACHING: 1964 THROUGH 1975

School Year Preparation Completed	Elementary Teachers	Secondary Teachers	El. and Sec. Teachers	Number Reported	Spec. Ed. Teachers	Number Reported
1963-64	72.4%	63.2%	67.5%	8,831	N.A.	N.A.
1964-65	77.0%	67.6%	71.8%	9,440	N.A.	N.A.
1965-66	74.7%	61.4%	67.0%	9,928	N.A.	N.A.
1966-67	79.5%	65.0%	71.7%	5,666	N.A.	N.A.
1967-68	84.4%	65.1%	73.4%	10,772	N.A.	N.A.
1968-69	80.2%	69.6%	73.6%	9,782	N.A.	N.A.
1969-70	76.8%	61.5%	68.0%	13,600	76.6%	615
1970-71	64.4%	47.4%	54.8%	15,522	66.2%	877
1971-72	55.0%	38.5%	45.4%	16,089	68.4%	1,164
1972-73	52.4%	40.4%	45.4%	15,469	61.1%	1,880
1973-74	53.9%	42.0%	46.8%	12,222	64.0%	1,486
1974-75	48.3%	39.8%	43.4%	14,160	61.0%	2,137

NOTE: The 1974-75 information was taken from the "Occupational Follow-up of Supply of Illinois Teachers" form which replaced the NEA "Teacher Supply and Demand Form II" of preceding years. All information was provided by Placement Offices of Illinois colleges and universities, was collected by the Illinois Office of Education, and was published by the National Education Association in their annual research report Teacher Supply and Demand in Public Schools. The number of graduates reported each year in the Table above is usually slightly less than the total number prepared, but the numbers reported for 1966-67 and 1968-69 are substantially smaller than the actual number prepared.

The most recent data regarding teaching assignments is presented in Appendix D. The frequency and percentage of teachers with only one teaching assignment in every subject area and the number and percentage of teachers with the four most frequent second assignments in each subject area are shown. The information presented was analyzed from Teacher Service Record data and does not include combinations for the City of Chicago.

Patterns which have emerged in the past are still evident. For all levels of analysis, all high school teachers, beginning high school teachers, all junior high school teachers, and beginning junior high school teachers, there is a relatively high incidence of teachers with only one assignment (teaching only one subject). When the most frequent teaching combinations are observed, just about every main assignment in a major teaching area is followed by a second assignment in the same teaching field. A teacher with a main assignment in one of the subjects in the area of mathematics, for example, is likely to have a second assignment in a different subject, but still within mathematics. An implication of this generalization is that prospective teachers, when choosing majors and minors, should concentrate their studies in one general subject area, i.e., social studies, natural sciences, etc.

Given the present supply/demand balance, the identification of areas where there is a relatively high percentage of teachers with only one assignment in an academic area or a high incidence of one particular teaching combination does not necessarily mean that one can easily find employment in the identified areas. The identified assignments represent those who are already employed. While there is a high incidence of combinations in the social studies, for example, this area is also one for which the relative oversupply of teachers is high.

V. SUMMARY

The teacher supply and demand balance in Illinois has been changing dramatically during recent years. In order to plan for these changes, educational decision-makers have needed documentation of the number of educational personnel being prepared and being employed by Illinois educational institutions. For these reasons, Illinois teacher supply and demand information is collected annually by the Illinois Office of Education. This report is an update of supply/demand data previously published and includes information regarding demand for teachers in the Chicago public school system which was not previously available.

There is no one source from which to obtain information regarding Illinois teacher supply and demand. A variety of data collection instruments and data sources, therefore, were used. Generally, however, information is obtained, either directly or indirectly, from personnel at Illinois colleges and universities and from personnel at Illinois public school districts.

The number and variety of data sources used to collect information on Illinois teacher supply and demand often require that certain assumptions be made and that the data provided or collected be adjusted in order that information from the various sources can be compared. These assumptions and adjustments are necessary because of the limitations inherent in the data collection process. The teacher supply information presented in this report, for example, is restricted to the number of new potential teachers annually prepared by Illinois colleges and universities and does not include newly prepared teachers by out-of-state colleges and universities or previously trained teachers who are eligible to enter or reenter Illinois schools. The teacher demand information presented consists of: (1) the estimated number of incoming teachers (beginning and reentering) or (2) the annual net change in the total number of teachers plus the number required to replace teacher turnover.

Supply of Teachers

It has been known that the total number of educational personnel prepared by Illinois institutions peaked during the 1971-72 academic year and has been declining steadily since then. This trend has been maintained during the current year and is expected to continue. A total of 14,278 educational personnel were prepared in 1974-75 and an estimated 13,330 were prepared in 1975-76. This represents a decrease of 948 or 6.6 percent.

The decline in the number of persons prepared to teach has not been at the same rate for all subject or teaching areas. The total number of elementary teachers prepared in 1974-75 was 4636. An estimated 4088 were prepared in 1975-76, a decrease of 548 or 11.8 percent. While 6781 secondary education teachers were prepared in 1974-75, an estimated 6283 were prepared in 1975-76, a decrease of 498 or 7.3 percent. The estimated number of special education teachers prepared in 1975-76 (2002) actually increased over the number prepared in 1974-75 (1975) by 27 or 1.4 percent.

Specific areas for which the most teachers are currently being prepared include elementary regular instruction, English, music, physical education, the social studies - especially history--and one area of special education, educable mentally handicapped (EMH). General areas for which relatively few teachers are being prepared include agriculture, health education, general junior high school, and vocational and technical education.

There are 12 public institutions and 49 private institutions which prepare teachers in Illinois. It has been estimated that the 12 public institutions prepared 69.4 percent of <u>all</u> educational personnel in 1975-76 and 67.3 percent of the elementary and secondary teachers.

Given the condition of decreasing demand for teachers in Illinois, low expectation of employment and increased concern over job security, together

with all other factors which affect teacher supply, can be expected to continue to have a major effect on the number of persons wishing to enter the teaching profession. Recent decreases in the number of newly prepared educational personnel were greater than what was previously anticipated, and deans and chairpersons of education departments have revised the estimated number of graduates for the next two years downward.

Demand for Teachers

Until recently the total number of teachers in Illinois has increased consistently during the last 10 years. Exceptions to this generalization were in 1968-69 and the current 1975-76 years. While the total number of teachers has experienced a relatively constant growth until 1975-76, however, the total teacher demand in Illinois peaked in 1969-70 and has experienced a somewhat erratic downward trend since then. (The demand for teachers in downstate schools peaked in 1968-69, and the demand for teachers in Chicago schools peaked in 1969-70). In 1969-70, about 18,000 incoming teachers (17,948) were employed in Illinois. In 1975-76, an estimated 8,326 incoming teachers were employed. Except for a slight increase in 1974-75, due to an increase in the demand for teachers in Chicago during that year, total Illinois teacher demand has dropped by 9622 or 53.6 percent in the last 6 years. Both Chicago schools and downstate schools experienced a sharp decline in demand for teachers during the current, 1975-76, school year.

The overall downward trend in the demand for teachers in Illinois schools, documented by the decreasing numbers of incoming teachers employed each year, is also documented by the decreasing percentage of all teachers who were incoming during the last 10 years. While approximately 20.0 percent of all Illinois elementary and secondary teachers were newly employed (beginning or reentering) in 1965-66, only 8.2 percent were incoming teachers in 1975-76.

Demand has not decreased for teachers in all of the various subjects or teaching fields by equal numbers or equal rates. Data for downstate schools in 1975-76 suggest that the greatest numbers of teachers were employed in junior high school, 1st grade, English and language arts, industrial arts, natural science, business, and music. In terms of the percentage of incoming teachers to total teachers, however, demand was greatest for pre-kindergarten teachers, Title I teachers, bilingual teachers, and teachers in the areas of health education, remedial reading, agriculture, and music.

The lack of quantitative data relative to all of the factors which influence teacher demand prohibits precise or long-term projections. It is known, however, that teacher turnover in downstate schools has been steadily decreasing. It is also known that declining enrollments will mean that fewer teachers will be needed in the immediate future to maintain a given pupil-teacher ratio. This information, together with the knowledge that local school districts are currently faced with severe budget restraints, suggests that total teacher demand will continue to drop substantially in the next few years. The magnitude of the decreases, however, cannot be projected with a high degree of accuracy.

The Teacher Supply/Demand Balance

An analysis of the overall balance of teacher supply and demand in Illinois suggests that supply has followed demand, but that changes in supply tend to lag behind changes in demand. During the late 1960's demand was greater than supply. Demand peaked in 1969-70, however, and has declined sharply since then. Supply, on the other hand, continued to increase. Supply and demand were approximately equal in 1970-71, but the supply of teachers did not peak until 1972-73, 2 years later. The relative gap between supply

and demand has continued until the present with supply still being greater than demand, even though both the supply and demand for teachers in Illinois have fallen.

The oversupply of teachers which currently exists is expected to continue, and available data suggest that the gap between supply and demand may widen considerably. The magnitude of the projected gaps, of course, depends upon the relative declines in both supply and demand. If supply decreases faster than demand, the oversupply condition will gradually diminish. If demand decreases faster than supply, the gap between the two will widen. Nevertheless, given the information that is available, it is probable that a general oversupply of teachers will continue to exist in Illinois during the next few years.

A general or statewide oversupply of teachers does not mean that supply is greater than demand in all subject areas or in all geographic locations throughout Illinois. A comparison of the supply/demand balance in specific subject areas suggests that a relative oversupply of teachers is greatest in social studies, physical education - especially males -- foreign languages, business education, and elementary regular instruction. Placement personnel at Illinois colleges and universities have also identified English and language arts as an area where an oversupply of teachers exists.

Those teaching areas for which there is the "least oversupply" or a shortage of teachers include industrial arts and education, agriculture, natural sciences, mathematics, and health education. Additional areas for which there is a relative shortage of educational personnel, identified by college and university placement personnel, include industrial oriented occupations and cooperative vocational education programs, some ungraded specialists (nurses, psychologists, and social workers), and most special education fields.

Current data on Illinois teacher supply and demand suggest that persons seeking positions as teachers may have a difficult time finding employment. An analysis of the occupational status of 1975 graduates prepared to teach showed that 48.3 percent of prospective elementary teachers found employment as teachers, only 39.8 percent of prospective secondary teachers found employment, but that 61.0 percent of prospective special education teachers found employment.

APPENDICES

APPENDIX A

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777

NEW SUPPLY OF ILLINOIS INSTRUCTIONAL PERSONNEL

(Replaces NEA Teacher Supply and Demand Form I)

INSTRUCTIONS:

This is a report of the total number of persons who will become eligible to enter the teaching profession.

After reading all directions below, please complete and return this form by **May 1, 1976** to the above address. If you have questions, please call Research and Statistics: 217/782-3950.

1. For each academic year enter the number of persons completing certification requirements for the first time. Each person should be reported only once. A person qualified for assignment in more than one category should be placed by the institution into the category which is most likely to represent his or her employment objectives.

2. Enter persons at the Master's degree level ONLY if they have NOT previously met minimum certification requirements for entry into public-school teaching, but include all guidance counselors, school psychologists, social workers, and speech therapists completing preparation at the Master's degree level.

3. **Do Not** include graduates who have already had experience as fully certificated teachers and who are completing requirements for certification in a type of assignment in which they have not previously been certificated.

   Do Not include graduates who are experienced certificated teachers advancing their preparation in the area of their earlier certification.

   Do Not try to guess the vocational intentions or employment success of your graduates; this is a report of the total numbers who will become eligible to enter public-school teaching assignments.

4. The data requested are for two time periods: the actual number of persons prepared in 1974-75 and the estimated number of persons expected to complete their preparation in time to enter teaching assignments in the fall of 1976. Normally the time period is expected to be from September 1 to the following August 31. If the institution's records are handled on a fiscal-year basis, it would be appropriate to report for the period beginning July 1 and ending the subsequent June 30.

5. Use the following descriptions of the major areas of preparation to complete this form.

   A. ELEMENTARY TEACHERS – Regular Instruction. Include persons preparing for (or being recommended for) teaching in regular elementary school classrooms. Do not include those persons completing their preparation in "special education" areas or the "selected subjects" listed below.

   B. ELEMENTARY TEACHERS – Selected Subjects (Art, Foreign Language, Music and Physical Education). Include persons in the indicated subjects who are preparing for assignment in elementary schools or who are being recommended for placement in elementary schools even though the certification may allow assignment in grades K through 12.

   C. SECONDARY TEACHERS – Include persons completing preparation leading to junior high school or high school assignment in the subject listed. Persons completing grades K-12 certification endorsement should be counted as secondary either if the insitution recommends placement in secondary school grades, or if the major portion of their preparation has been directed to teaching at the secondary school level. The number of persons having general endorsement for a combination of two fields (English-Social Studies) should be divided equally between the fields of such combinations.

   D. UNGRADED SPECIALISTS – Include all special education and other graduates who are completing the minimum certification requirements for entering the specialized types of positions and assignments listed.

6. Please estimate the total number of teachers you expect to prepare in the next two years (1976-77 and 1977-78) in the spaces provided at the bottom of the form.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777

NEW SUPPLY OF ILLINOIS INSTRUCTIONAL PERSONNEL

(Replaces NEA Teacher Supply and Demand Form I)

INSTRUCTIONS: After reading the directions on the front page, please list the number of persons completing certification requirements for the first time in each column below.

RESPONDENT'S NAME	TITLE	PHONE (Include Area Code)

INSTITUTION (Name, Address, and Zip Code)

TYPE OF PREPARATION COMPLETED BY STUDENT	LINE	NUMBER OF STUDENTS COMPLETING PREPARATION FOR STANDARD TEACHING CERTIFICATES FOR THE FIRST TIME											
		BACHELOR'S DEGREE						MASTER'S DEGREE					
		1974-75 (Actual)			1975-76 (Estimated)			1974-75 (Actual)			1975-76 (Estimated)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
		1	2	3	4	5	6	7	8	9	10	11	12
ELEMENTARY TEACHERS													
Early Childhood (Pre-K)	1												
Elem. Regular Instruction	2												
Selected Subjects													
Art	3												
Foreign Language	4												
Music	5												
Physical Education													
Male	6												
Female	7												
Other Elementary	8												
SECONDARY TEACHERS													
Agriculture	9												
Art	10												
Business Education	11												
English-Language Arts													
English	12												
Journalism	13												
Speech and Drama	14												
Foreign Languages													
French	15												
German	16												
Latin	17												
Spanish	18												
Other (specify)	19												
Health Education	20												
Home Economics	21												
Industrial Arts and Ed.	22												
Junior High (General)	23												
Mathematics	24												
Music (General)	25												
Music - Instrumental Only	26												
Music - Vocal Only	27												
Natural Sciences													
Biology	28												
Chemistry	29												

Earth Science	30
Geology	31
General Science	32
Physical Science	33
Physics	34
Other (specify)	35
Physical Education	
Male	36
Female	37
Safety and Driver Education	38
Social Science	
Economics	39
Geography	40
History	41
Political Science	42
Psychology	43
Sociology	44
General Social Studies	45
Other (specify)	46
Vocational and Technical Education	
Ag. and Biol. Occupations	47
Business and Mkt. Occupations	48
Health Occupations	49
Service Occupations	50
Trade and Industrial Occupations	51
Voc. and Technical Ed. (General)	52
Other Secondary	53
UNGRADED SPECIALISTS	
Gifted Education Teacher	54
Guidance Counselor	55
Media Services	56
Librarian	57
Remedial Reading Teacher	58
School Nurse	59
School Psychologist	60
School Social Worker	61
Special Education Teacher	
EMH	62
Hearing Impaired	63
Learning Disabled	64
Physically Impaired	65
Social/Emotional Disorders	66
Speech and Language Impaired	67
TMH	68
Visually Impaired	69
Other Ungraded Specialists	70

Indicate your best estimates of the total number of teachers (Male and Female) you expect to prepare in the next two years.

TOTAL TEACHERS	1976-1977	1977-1978
Elementary		
Secondary		

TOTAL TEACHERS	1976-1977	1977-1978
Special Education		
Other Ungraded Specialists		

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777

INSTRUCTIONS FOR OCCUPATIONAL FOLLOW-UP OF SUPPLY OF ILLINOIS TEACHERS (IOE 86-12)

INSTRUCTIONS:

This is a report of the November, 1975 occupational status of last year's (1975) bachelor and advanced degree graduates who prepared for a standard teaching certificate from your institution.

1. Report the occupation on November 1, 1975, for each member of your 1975 graduating class who met the requirements for the standard teaching certificate FOR THE FIRST TIME.

2. Include data for only the persons who have completed preparation for initial entry into classroom teaching assignments. Do not include data for persons who completed preparation for entry into administrative positions, librarians, counselors, psychologists, social workers, nurses, etc.

3. Descriptions of major types of preparation:

   a. Elementary — Include persons prepared for (or being recommended for) teaching in regular elementary school classrooms (grades K-6). Include those prepared for instruction in self-contained classes and those prepared to teach departmentalized classes at this level. Do not include those prepared for teaching in special education classes.

   b. Secondary — Include persons who have completed preparation leading to assignment in classes in junior high-school or high-school grades (grades 7-12). Do not include those prepared for assignment in special education classes.

   c. Special Education — Include the persons who have completed the minimum certification requirements (or professional requirements) for entering assignments directed to mentally deficient, deaf or hard of hearing, visually handicapped, speech handicapped, orthopedically handicapped, gifted and talented, emotionally disturbed, educationally disadvantaged, severely underachieving, and other pupils with characteristics which require special teaching competencies.

4. Please complete and return this form to the above address by May 1, 1976.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777

OCCUPATIONAL FOLLOW-UP OF SUPPLY OF ILLINOIS TEACHERS

se instructions on the reverse side before completing the report.

AME OF INSTITUTION

DDRESS (Street, City, Zip Code)

AME OF PERSON RESPONDING | TITLE OF PERSON RESPONDING

OCCUPATION ON November 1, 1975	TYPE OF PREPARATION AND SEX								
	ELEMENTARY			SECONDARY			SPECIAL EDUCATION		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1. Teaching in state *									
2. Teaching outside state *									
3. Otherwise gainfully employed									
4. Continuing formal study									
5. Military service									
6. Homemaking									
7. Seeking a teaching position									
8. Seeking a nonteaching position									
9. No information									
Total									

* *Do not include persons hired as teacher aides or in other education related positions*

IOE 86.12 (3/76)

APPENDIX C

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Research and Statistics Section
100 North First Street
Springfield, Illinois 62777

TEACHER SUPPLY AND DEMAND RATING SCALE
(For College and University Placement Directors)

NAME OF PERSON COMPLETING FORM _____ TITLE _____

COLLEGE OR UNIVERSITY _____ PHONE (Area Code) _____

MAIL ADDRESS (City and Zip Code) _____

INSTRUCTIONS: Using the numerical code below, express your opinion of the teacher supply and demand situation which you experienced in the placement of prospective teachers during the current school year. Rate the teacher supply and demand balance by entering the appropriate number to the left of each subject area identified. Write N.A. (not applicable) to the left of those subject areas for which your institution does not prepare teachers or for which you do not have a definite opinion.

Please complete and return form to the above address by May 1, 1976.

A zero means the supply equals the demand.
A -1 through -5 represents an increasing degree of teacher shortage.
A +1 through +5 represents an increasing degree of teacher oversupply.

Extreme Teacher Shortage				Slight Teacher Shortage	Supply Equals Demand	Slight Teacher Oversupply				Extreme Teacher Oversupply
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5

Enter Number Rating Below

ELEMENTARY TEACHERS

(1)_____ Early Childhood (Pre-Kindergarten)
(2)_____ Standard Elementary Instruction
(3)_____ Art (K-8)
(4)_____ Foreign Language (K-8)
(5)_____ Music (K-8)
(6)_____ Phys. & Health Ed. (Men: K-8)
(7)_____ Phys. & Health Ed. (Women: K-8)

JUNIOR HIGH TEACHERS

(8)_____ Home Economics
(9)_____ Industrial Arts
(10)_____ Language Arts
(11)_____ Mathematics
(12)_____ Natural Science
(13)_____ Social Science

SPECIALIZED PERSONNEL

(14)_____ Career/Voc. Counselor
(15)_____ Guidance Counselor
(16)_____ Instructional Media Coord.
(17)_____ Librarian
(18)_____ School Nurse
(19)_____ School Psychologist
(20)_____ School Social Worker

Special Education Teachers

(21)_____ Educable Mentally Handicapped
(22)_____ Trainable Mentally Handicapped
(23)_____ Learning Disabilities
(24)_____ [illegible]
(25)_____ [illegible]

Enter Number Rating Below

SPECIALIZED PERSONNEL (Continued)

(26)_____ Deaf and Hard of Hearing
(27)_____ Physically Handicapped
(28)_____ Speech Correction
(29)_____ Remedial Reading
(30)_____ Gifted Education Teacher
(31)_____ Bilingual Teacher

ADMINISTRATORS

(32)_____ Business Manager
(33)_____ Curriculum Director
(34)_____ Personnel Director
(35)_____ Principal
(36)_____ Research Director
(37)_____ Superintendent
(38)_____ Vocational Ed. Admin.
(39)_____ Other (Specify) _____

SECONDARY TEACHERS

1)_____ Agriculture
2)_____ Art
3)_____ Business Education
4)_____ Coop. Vocational Ed. Program
5)_____ Driver and Safety Education

English and Language Arts

6)_____ English
7)_____ Journalism
8)_____ Speech and Drama

Foreign Language

9)_____ French
10)_____ German

Enter Number Rating Below

Foreign Language (Continued)

_____ Latin
_____ Russian
_____ Spanish
_____ Home Economics
_____ Industrial Arts (General)
_____ Industrial Oriented Occupations
_____ Health Education
(18)_____ Health Occupations
(19)_____ Mathematics
(20)_____ Music
(21)_____ Phys. & Health Ed. (Men)
(22)_____ Phys. & Health Ed. (Women)
(23)_____ Public Service Occupations

Natural Sciences

(24)_____ General Science
(25)_____ Biology
(26)_____ Earth Science
(27)_____ Chemistry
(28)_____ Physics

Social Studies

(29)_____ Economics
(30)_____ Geography
(31)_____ Gov., Civics & Pol. Sci.
(32)_____ History
(33)_____ Psychology
(34)_____ Sociology
(35)_____ Other (specify) _____

ISBE 4-104 (3-76)

APPENDIX D: MOST FREQUENT TEACHING COMBINATIONS IN ILLINOIS, 1975-76

ALL HIGH SCHOOL TEACHERS

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
English	3866	2558	66.2	Other Eng.	352	9.1	Speech	289	7.5	Journalism	132	3.4	Reading	114	2.9
Reading	232	157	67.7	English	40	17.2	Other Eng.	24	10.3	Speech	3	1.3	History	2	.9
Speech	292	106	36.3	Dramatics	75	25.7	English	59	20.2	Other Eng.	37	12.7	Journalism	3	1.0
Journalism	68	24	35.3	English	24	35.3	Other Eng.	11	16.2	Reading	2	2.9	Speech	1	1.5
Dramatics	64	23	35.9	Speech	20	31.3	Other Eng.	12	18.8	English	6	9.4	Journalism	1	1.6
Other English	297	169	56.9	English	50	16.8	History	20	6.7	Reading	15	5.1	Speech	9	3.0
Civics	162	42	25.9	History	51	31.5	Economics	25	15.4	Other Social Studies	21	13.0	Geography	14	8.6
Geography	156	44	28.2	History	62	39.7	Other Social Studies	31	19.9	Economics	4	2.6	Civics	3	1.9
History	1736	777	44.8	Other Social Studies	445	25.6	Civics	128	7.4	Geography	102	5.9	Economics	81	4.7
Economics	100	28	28.0	Other Social Studies	29	29.0	History	17	17.0	Civics	13	13.0	Geography	4	4.0
Psychology	116	40	34.5	Other Social Studies	38	32.8	History	11	9.5	Civics	5	4.3	Other Subjects	4	3.4
Other Social Studies	519	290	55.9	History	108	20.8	Geography	16	3.1	Physical Ed.	15	2.9	English	9	1.7

- continued -

(All High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Gen'l Sciences	412	173	42.0	Biology	89	21.6	Chemistry	42	10.2	Other Science	38	9.2	Physics	19	4.6
Biology	1150	638	55.5	Other Science	194	16.9	Gen'l Science	108	9.4	Chemistry	70	6.1	Earth Science	40	3.5
Chemistry	552	205	37.1	Physics	150	27.2	Other Science	73	13.2	Gen'l Science	35	6.3	Biology	30	5.4
Physics	228	79	34.6	Other Science	51	22.4	Chemistry	31	13.6	Algebra	17	7.5	Gen'l Science	14	6.1
Other Science	285	156	54.7	Biology	38	13.3	Physics	23	8.1	Chemistry	20	7.0	Gen'l Science	16	5.6
Algebra	1766	245	13.9	Geometry	793	44.9	Other Math	401	22.7	Gen'l Math	128	7.2	Physics	26	1.5
Geometry	476	43	9.0	Algebra	209	43.9	Other Math	128	26.9	Trigonometry	44	9.2	Gen'l Math	34	7.1
Trigonometry	62	5	8.1	Algebra	23	37.1	Other Math	22	35.5	Geometry	6	35.5	Physics	3	4.8
Other Math	68	21	30.9	Algebra	25	36.8	Geometry	9	13.2	Physics	4	5.9	Trigonometry	3	4.4
French	471	305	64.8	English	53	11.3	Spanish	45	9.6	German	18	3.8	Latin	15	3.2
German	264	185	70.1	English	20	7.6	Spanish	13	4.9	Other Social Studies	6	2.3	French	5	1.9
Latin	105	49	46.7	English	32	30.5	French	5	4.8	History	4	3.8	German	4	3.8
Spanish	713	541	75.9	English	69	9.7	French	34	4.8	History	12	1.7	German	10	1.4
Other Foreign Lang.	38	23	60.5	French	4	10.5	Spanish	4	10.5	Latin	2	5.3	Other Subjects	2	5.3

- continued -

(All High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Business Math	46	3	6.5	Other Bus. Ed.	14	30.4	Book-keeping	10	21.7	Typing	9	19.6	Algebra	2	4.3
Business Eng.	17	3	17.6	Short-hand	4	23.5	Typing	3	17.6	Other Bus. Ed.	3	17.6	English	1	5.9
Bookkeeping	345	26	7.5	Typing	152	44.1	Other Bus. Ed.	96	27.8	Short-hand	20	5.8	Bus. Math	19	5.5
Typing	1051	119	11.3	Short-hand	345	32.8	Other Bus. Ed.	338	32.2	Book-keeping	150	14.3	Consumer Education	32	3.0
Shorthand	211	10	4.7	Typing	102	48.3	Other Bus. Ed.	68	32.2	Book-keeping	18	8.5	Business English	4	1.9
Other Business Ed.	602	303	50.3	Typing	125	20.8	Book-keeping	42	7.0	Short-hand	30	5.0	Vocational Wk/Study	26	4.3
Art	860	791	92.0	Other Subjcts.	20	2.3	Graphic Arts	17	2.0	Physi-cal Ed.	9	1.0	Other English	4	.5
Vocal Music	524	423	80.7	Instru-mental music	79	15.1	Other Subjcts.	8	1.5	English	3	.6	Home Economics	2	.4
Instrumental Music	782	601	76.9	Vocal Music	160	20.5	Other Subjcts.	8	1.0	Reading	2	.3	English	1	.1
Physical Ed.	3176	2450	77.1	Driver Educ.	376	11.8	Health Educ.	141	4.4	History	37	1.2	Other Subjects	36	1.1
Driver Educ.	886	626	70.7	Phys. Educ.	165	18.6	Health Educ.	21	2.4	History	8	.9	Other Social Studies	8	.9
Consumer Education	98	22	22.4	Other Bus. Ed.	24	24.5	Typing	12	12.2	History	7	7.1	Book-keeping	7	7.1
Gen'l Shop	453	152	33.6	Drafting	118	26.0	Wood-working	72	15.9	Metal Working	35	7.7	Elec-tricity	19	4.2

- continued -

(All High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Drafting	302	130	43.0	Wood-working	62	20.5	General Shop	31	10.3	Metal Working	22	7.3	Electri-city	16	5.3
Woodworking	337	136	40.4	Drafting	49	14.5	Metal Working	43	12.8	Gen'l Shop	42	12.5	Electri-city	12	3.6
Metalworking	277	126	45.5	Gen'l Shop	38	13.7	Drafting	24	8.7	Wood-working	24	8.7	Other Ind. Educ.	18	6.5
Electricity	199	104	52.3	Gen'l Shop	19	9.5	Other Ind. Educ.	17	8.5	Wood-working	15	7.5	Drafting	11	5.5
Home Economics	1445	1260	87.2	Consumer Educ.	85	5.9	Other Subjects	19	1.3	Vocatn'l Wk/Study	19	1.3	Psycho-logy	10	.7
Agriculture	440	312	70.9	Vocatn'l Wk/Study	23	5.2	Other Subjects	17	3.9	Metal Working	15	3.4	General Shop	14	3.2
Graphic Arts	110	67	60.9	Other Ind. Ed.	10	9.1	Drafting	7	6.4	Wood-working	7	6.4	General Shop	6	5.5
Other Subjects	120	102	85.0	Spec. Ed.	3	2.5	English	2	1.7	Other Eng.	2	1.7	Drama-tics	1	.8
Earth Science	153	72	47.1	Other Science	28	18.3	Biology	15	9.8	Gen'l Science	10	6.5	Chemistry	9	5.9
Audiovisual	13	11	84.6	History	1	7.7	Other Subjs.	1	7.7	--	--	--	--	--	--
Career Awareness	7	4	57.1	Career Orienta-tion	2	28.6	Voc./Wk. Study	1	14.3	--	--	--	--	--	--
Career Orientation	15	4	26.7	Other Bus. Ed.	4	26.7	Career Skill Dev.	4	26.7	Consumer Educ.	2	13.3	Career Awaren's	1	6.7
Career Skill Dev.	62	50	80.6	Other Bus. Ed.	2	3.2	Vocatn'l Wk/Study	2	3.2	Psycho-logy	1	1.6	Book-keeping	1	1.6

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Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Self-Contained	10	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Vocational Wk/Study	279	212	76.0	Other Bus. Ed.	9	3.2	Other Subjcts	7	2.5	Career Skill Dev.	7	2.5	Typing	4	1.4
Language Arts	45	20	44.4	Other Social Studies	10	22.2	English	6	13.3	Other English	4	8.9	Reading	1	2.2
Data Processing	48	13	27.1	Other Bus. Ed.	12	25.0	Typing	8	16.7	Book-keeping	7	14.6	Vocational Wk/Study	3	6.3
Health Occupations	71	62	87.3	Vocational Wk/Study	8	11,3	Career Skill Dev.	1	1.4	--	--	--	--	--	--
Health Educ.	184	119	64.7	Phys. Education	38	20.7	Driver Education	11	6.0	Health Occupations	3	1.6	Biology	2	1.1
Bilingual Education	14	10	71.4	Other English	1	7.1	Graphic Arts	1	7.1	Earth Science	1	7.1	Special Educ.	1	7.1
General Math	315	81	25.7	Algebra	138	43.8	Geom-etry	33	10.5	Other Math	19	6.0	Gen'l Science	7	2.2
Auto Mechanics	288	205	71.2	Gen'l Shop	18	6.3	Metal-working	16	5.6	Other Ind. Educ.	16	5.6	Wood-working	8	2.8
Other Industrial Education	165	130	78.8	Metal-working	6	3.6	Drafting	5	3.0	Wood-working	5	3.0	Electri-city	4	2.4

BEGINNING HIGH SCHOOL TEACHERS

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
English	199	108	54.3	Speech	21	10.6	Journalism	13	6.5	Spanish	12	6.0	Other English	7	3.5
Reading	12	9	75.0	English	1	8.3	Other Eng.	1	8.3	French	1	8.3	--	--	--
Speech	18	7	38.9	English	7	38.9	Dramatics	2	11.1	Other Eng.	2	11.1	--	--	--
Journalism	4	3	75.0	English	1	25.0	--	--	--	--	--	--	--	--	--
Dramatics	2	--	--	Journalism	1	50.0	Vocal Music	1	50.0	--	--	--	--	--	--
Other English	15	7	46.7	Speech	2	13.3	Reading	1	6.7	Dramatics	1	6.7	History	1	6.7
Civics	6	1	16.7	History	4	66.7	Economics	1	16.7	--	--	--	--	--	--
Geography	5	2	40.0	History	2	40.0	Other Social Studies	1	20.0	--	--	--	--	--	--
History	61	21	34.4	Other Social Studies	17	27.9	Civics	6	9.8	Geography	5	8.2	Economics	3	4.9
Economics	4	1	25.0	Civics	1	25.0	Geography	1	25.0	Other Social Studies	1	25.0	--	--	--
Psychology	7	3	42.9	Other Social Studies	2	28.6	Other Science	1	14.3	Other Bus. Ed.	1	14.3	--	--	--
Other Social Studies	17	12	70.6	History	2	11.8	Civics	1	5.9	Geography	1	5.9	Physical Ed.	1	5.9

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(Beginning High School Teachers-con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Gen'l Science	35	17	48.6	Biology	5	14.3	Chemistry	4	11.4	Physics	2	5.7	Physcal Ed.	2	5.7
Biology	49	26	53.1	Other Science	12	24.5	Gen'l Science	4	8.2	Chemistry	3	6.1	Earth Science	3	6.1
Chemistry	20	7	35.0	Other Science	4	20.0	Biology	3	15.0	Physics	3	15.0	Gen'l Science	1	5.0
Physics	6	1	16.7	Other Science	2	33.3	Chemistry	1	16.7	Algebra	1	16.7	Gen'l Math	1	16.7
Other Science	14	8	57.1	Gen'l Science	2	14.3	Biology	1	7.1	Chemistry	1	7.1	Physics	1	7.1
Algebra	67	9	13.4	Geometry	32	47.8	Other Math	13	19.4	Gen'l Math	9	13.4	Economics	1	1.5
Geometry	9	2	22.2	Trigonometry	2	22.2	Other Math	2	22.2	Physics	1	11.1	Algebra	1	11.1
Trigonometry	1	--	--	Other Math	1	100.0	--	--	--	--	--	--	--	--	--
Other Math	2	2	100.0	--	--	--	--	--	--	--	--	--	--	--	--
French	23	14	60.9	English	5	21.7	Spanish	2	8.7	German	1	4.3	Earth Science	1	4.3
German	16	10	62.5	English	1	6.3	Other Eng.	1	6.3	Other Social Studies	1	6.3	Algebra	1	6.3
Latin	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--

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(Beginning High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Spanish	27	17	63.0	English	5	18.5	French	3	11.1	Speech	1	3.7	Gen'l Math	1	3.7
Other Foreign Language	2	1	50.0	French	1	50.0	--	--	--	--	--	--	--	--	--
Business Math	5	--	--	Book-keeping	3	60.0	Typing	1	20.0	Other Bus. Educ.	1	20.0	--	--	--
Bookkeeping	17	3	17.6	Typing	7	41.2	Business Math	2	11.8	Bus. Eng.	2	11.8	Short-hand	1	5.9
Typing	42	4	9.5	Other Bus. Ed.	20	47.6	Short-hand	14	33.3	Bus. Math	2	4.8	Book-keeping	2	4.8
Shorthand	3	--	--	Typing	3	100.0	--	--	--	--	--	--	--	--	--
Other Business Education	31	20	64.5	Typing	5	16.1	Short-hand	2	6.5	Eng.	1	3.2	Bus. Math	1	3.2
Art	65	60	92.3	Jour-nalism	1	1.5	Other Eng.	1	1.5	Other Science	1	1.5	Graphic Arts	1	1.5
Vocal Music	46	36	78.3	Instru-mental Music	8	17.4	Self-Con-tained	1	2.2	Lang. Arts	1	2.2	--	--	--
Instrumental Music	53	38	71.7	Vocal Music	14	26.4	History	1	1.9	--	--	--	--	--	--
Physical Education	160	115	71.9	Health Educ.	21	13.1	Driver Educ.	8	5.0	Eng-lish	4	2.5	History	3	1.9
Driver Education	31	21	67.7	Phys. Educ.	4	12.9	Health Educ.	3	9.7	History	1	3.2	Biology	1	3.2

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(Beginning High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Consumer Ed.	5	1	20.0	Other Bus.Ed.	2	40.0	Typing	1	20.0	Voct'l Wk/Study	1	20.0	--	--	--
General Shop	34	8	23.5	Drafting	13	38.2	Metal Working	5	14.7	Wood Working	4	11.8	Other Ind. Ed.	3	8.8
Drafting	10	2	20.0	Metal Working	3	30.0	Dramatics	1	10.0	Gen'l Shop	1	10.0	Wood Working	1	10.0
Woodworking	22	9	40.9	Drafting	6	27.3	Electricity	2	9.1	Auto Mech's	2	9.1	Other Ind. Ed.	2	9.1
Metal Working	18	10	55.6	Auto Mech's	3	16.7	Other Ind. Ed.	2	11.1	Gen'l Shop	1	5.6	Drafting	1	5.6
Electricity	12	8	66.7	Gen'l Shop	1	8.3	Drafting	1	8.3	Metal Working	1	8.3	Other Ind. Ed.	1	8.3
Home Economics	104	88	84.6	Consumer Ed	8	7.7	Health Ed	2	1.9	English	1	1.0	Other Eng.	1	1.0
Agriculture	37	29	78.4	Metal Working	2	5.4	Vocat'l Wk/Study	2	5.4	Chemistry	1	2.7	Gen'l Shop	1	2.7
Graphic Arts	5	2	40.0	Metal Working	1	20.0	Vocat'l Wk/Study	1	20.0	Other Ind. Ed.	1	20.0	--	--	--
Other Subjects	22	21	95.5	Special Educ.	1	4.5	--	--	--	--	--	--	--	--	--
Earth Science	8	4	50.0	Other Science	3	37.5	Gen'l Science	1	12.5	--	--	--	--	--	--
Audio Visual	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Career Skill Dev.	4	4	100.0	--	--	--	--	--	--	--	--	--	--	--	--

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(Beginning High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Self-Contained	2	2	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Vocational Work/Study	19	14	73.7	Special Educ.	3	15.8	Typing	1	5.3	Career Awareness	1	5.3	--	--	--
Language Arts	3	1	33.3	Speech	1	33.3	Other Eng.	1	33.3	--	--	--	--	--	--
Data Processing	4	3	75.0	Other Bus. Ed.	1	25.0	--	--	--	--	--	--	--	--	--
Health Occupation	5	5	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Health Education	44	25	56.8	Phys. Ed.	14	31.8	Driver Ed.	2	4.5	Biology	1	2.3	Consumer Ed	1	2.3
Bilingual Educ.	2	1	50.0	Other Eng.	1	50.0	--	--	--	--	--	--	--	--	--
General Math	30	14	46.7	Geom.	5	16.7	Algebra	4	13.3	Gen'l Science	2	6.7	Chemistry	2	6.7
Auto Mechanics	24	16	66.7	Metal Working	7	29.2	Graphic Arts	1	4.2	--	--	--	--	--	--
Other Industrial Education	8	7	87.5	Gen'l Shop	1	12.5	--	--	--	--	--	--	--	--	--

ALL JUNIOR HIGH SCHOOL TEACHERS (GRADES 6, 7, 8)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
English	1744	1052	60.3	Reading	314	18.0	Other Social Studies	156	8.9	History	32	1.8	Lang. Arts	25	1.4
Reading	700	465	66.4	English	79	11.3	Lang. Arts	37	5.3	Other Eng.	32	4.6	Other Math	21	3.0
Speech	54	25	46.3	Dramatics	18	33.3	English	2	3.7	Reading	1	1.9	Other Eng.	1	1.9
Journalism	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Dramatics	21	18	85.7	Speech	1	4.8	Other Eng.	1	4.8	Lang. Arts	1	4.8	--	--	--
Other English	241	167	59.3	Other Social Studies	40	16.6	Lang. Arts	7	2.9	English	4	1.7	Phys. Educ.	4	1.7
Civics	115	31	27.0	Geography	49	42.6	History	19	16.5	Other Social Studies	6	5.2	English	2	1.7
Geography	321	122	38.0	History	118	36.8	Other Social Studies	16	5.0	English	12	3.7	Civics	11	3.4
History	640	309	48.3	Geography	135	21.1	Civics	53	8.3	Other Social Studies	47	7.3	Phys. Educ.	20	3.1
Economics	2	1	50.0	History	1	50.0	--	--	--	--	--	--	--	--	--
Psychology	1	--	--	Other Social Studies	1	100.0	--	--	--	--	--	--	--	--	--
Other Social Studies	1296	948	73.1	Phys. Educ.	49	3.8	English	43	3.3	Other Eng.	43	3.3	Lang. Arts	40	3.1
Gen'l Science	1885	1458	77.3	Other Math	71	3.8	Phys. Educ.	59	3.1	Biology	41	2.2	Gen'l Math	39	2.1

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(All Jr. High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Biology	66	39	59.1	Earth Science	10	15.2	Gen'l Science	7	10.6	Other Subjects	3	4.5	Other Sciences	2	3.0
Chemistry	13	3	23.1	Physics	9	69.2	Gen'l Science	1	7.7	--	--	--	--	--	--
Physics	2	--	--	Chemis-try	1	50.0	Other Science	1	50.0	--	--	--	--	--	--
Other Sciences	311	218	70.1	Other Math	21	6.8	Phys. Educ.	18	5.8	Career Orien-tation	9	2.9	Other Social Studies	6	1.9
Algebra	189	63	33.3	Gen'l Math	54	28.6	Other Math	51	27.0	Geom.	13	6.9	Gen'l Science	4	2.1
Geometry	4	1	25.0	Algebra	1	25.0	Other Math	1	25.0	Gen'l Math	1	25.0	--	--	--
Trigo-nometry	3	2	66.7	Gen'l Science	1	33.3	--	--	--	--	--	--	--	--	--
Other Math	63	51	81.0	Reading	4	6.3	Alge-bra	2	3.2	Gen'l Math	2	3.2	Other Social Studies	1	1.6
French	140	86	61.4	Spanish	24	17.1	German	8	5.7	Lang. Arts	5	3.6	English	4	2.9
German	22	17	77.3	English	1	4.5	Civics	1	4.5	Alge-bra	1	4.5	Spanish	1	4.5
Latin	7	5	71.4	English	1	14.3	Spanish	1	14.3	--	--	--	--	--	--
Spanish	165	134	81.2	French	8	4.8	English	6	3.6	Reading	3	1.8	Lang. Arts	3	1.8
Other For-eign Langs.	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Bus. Math	2	1	50.0	Bus. Eng.	1	50.0	--	--	--	--	--	--	--	--	--

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(All Jr. High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Bus. English	1	0	0	Phys. Ed	1	100.0	--	--	--	--	--	--	--	--	--
Bookkeeping	2	1	50.0	Shorthand	1	50.0	--	--	--	--	--	--	--	--	--
Typing	70	50	71.4	Other Bus. Ed.	9	12.9	Bus. Math	3	4.3	Consumer Ed.	3	4.3	Lang. Arts	2	2.9
Shorthand	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Other Bus. Educ.	29	24	82.8	Bookkeeping	1	3.4	Typing	1	3.4	Phys. Educ.	1	3.4	Gen'l Shop	1	3.4
Art	1109	1050	94.7	Phys. Educ.	8	0.7	English	5	0.5	Reading	5	0.5	Career Orientation	5	0.5
Vocal Music	1507	1320	87.6	Instrumental Music	140	9.3	Art	8	0.5	Career Awareness	8	0.5	Reading	5	0.3
Instrumental Music	784	703	89.7	Vocal Music	73	9.3	Other Subjs.	3	0.4	Career Orientation	2	0.3	Speech	1	0.1
Phys. Educ.	2588	2309	89.2	Health Educ.	95	3.7	Other Social Studies	32	1.2	Gen'l Science	29	1.1	History	13	0.5
Consumer Ed.	12	6	50.0	Typing	2	16.7	History	1	8.3	Other Social Studies	1	8.3	Other Bus. Educ.	1	8.3
Gen'l Shop	484	412	85.1	Woodworking	18	3.7	Phys. Ed.	10	2.1	Drafting	9	1.9	Gen'l Science	5	1.0
Drafting	21	9	42.9	Woodworking	5	23.8	Graphic Arts	4	19.0	Consumer Educ.	1	4.8	Metal Working	1	4.8
Woodworking	57	32	56.1	Metal Working	8	14.0	Gen'l Shop	6	10.5	Other Indus. Ed.	4	7.0	Drafting	3	5.3

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(All Jr. High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Metal Working	18	11	61.1	Electricity	4	22.2	Drafting	3	16.7	--	--	--	--	--	--
Electricity	3	1	33.3	Gen'l Shop	1	33.3	Drafting	1	33.3	--	--	--	--	--	--
Home Economics	607	557	91.8	Career Orientation	7	1.2	Gen'l Science	6	1.0	English	5	0.8	Phys. Ed	5	0.8
Agriculture	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Graphic Arts	10	4	40.0	Electricity	3	30.0	Drafting	1	10.0	Woodworking	1	10.0	Metalworking	1	10.0
Other Subjects	158	148	93.7	Vocal Music	2	1.3	Reading	1	0.6	Dramatics	1	0.6	Gen'l Science	1	0.6
Earth Science	74	49	66.2	Gen'l Science	8	10.8	Other Science	5	6.8	Biology	3	4.1	Other Math	2	2.7
Career Awareness	4	2	50.0	Other Science	1	25.0	Career Orientation	1	25.0	--	--	--	--	--	--
Career Orientation	1	0	0	Consumer Educ.	1	100.0	--	--	--	--	--	--	--	--	--
Self-Contained	4222	4016	95.1	Career Awareness	42	1.0	Phys. Ed	33	0.8	Other Math	17	0.4	Other Social Studies	16	0.4
Vocational Work/Study	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Language Arts	1440	1087	75.5	Other Social Studies	144	10.0	Reading	56	3.9	Gen'l Math	19	1.3	History	16	1.1
Health Occupation	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--

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(All Jr. High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Health Education	65	52	80.0	Phys. Ed.	7	10.8	Geography	2	3.1	History	1	1.5	Gen'l Shop	1	1.5
Bilingual Educ.	78	75	96.2	Spanish	2	2.6	Other Science	1	1.3	--	--	--	--	--	--
General Math	2263	1664	73.5	Gen'l Science	141	6.2	Algebra	132	5.8	Phys. Ed	59	2.6	Other Social Studies	32	1.4
Auto Mechanics	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Other Industrial Education	16	14	87.5	Phys. Ed	2	12.5	--	--	--	--	--	--	--	--	--

BEGINNING JUNIOR HIGH SCHOOL TEACHERS (GRADES 6, 7, and 8)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
English	63	40	63.5	Reading	9	14.3	Other Social Studies	6	9.5	Geography	2	3.2	Speech	1	1.6
Reading	30	19	63.3	English	3	10.0	Lang. Arts	2	6.7	Geography	1	3.3	Other Math	1	3.3
Speech	2	1	50.0	Other English	1	50.0	--	--	--	--	--	--	--	--	--
Dramatics	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Other English	2	1	50.0	English	1	50.0	--	--	--	--	--	--	--	--	--
Civics	3	1	33.3	Geography	1	33.3	Physical Ed.	1	33.3	--	--	--	--	--	--
Geography	12	3	25.0	History	6	50.0	Civics	1	8.3	Other Social Studies	1	8.3	Gen'l Science	1	8.3
History	21	9	42.9	Geography	4	19.0	Physical Ed.	2	9.5	Other Social Studies	2	9.5	English	1	4.8
Psychology	1	--	--	Other Social Studies	1	100.0	--	--	--	--	--	--	--	--	--
Other Social Studies	41	31	75.6	Lang. Arts	3	7.3	Physical Ed.	2	4.9	English	1	2.4	History	1	2.4
General Science	96	76	79.2	Physical Ed.	4	4.2	Earth Science	4	4.2	Health Educ.	3	3.1	Gen'l Math	3	3.1
Biology	2	1	50.0	Gen'l Math	1	50.0	--	--	--	--	--	--	--	--	--

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Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Chemistry	2	--	--	Gen'l Science	1	50.0	Physics	1	50.0	--	--	--	--	--	--
Other Science	19	10	52.6	Biology	2	10.5	Other Math	2	10.5	Geography	1	5.3	Other Social Studies	1	5.3
Algebra	6	1	16.7	Other Math	3	50.0	Gen'l Science	1	16.7	Gen'l Math	1	16.7	--	--	--
Other Math	9	6	66.7	Reading	1	11.1	Other Social Studies	1	11.1	Algebra	1	11.1	--	--	--
French	12	5	41.7	Spanish	4	33.3	History	1	8.3	German	1	8.3	Lang. Arts	1	8.3
German	3	3	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Spanish	13	10	76.9	Other Eng.	1	7.7	French	1	7.7	Lang. Arts	1	7.7	--	--	--
Typing	8	3	37.5	Other Bus. Ed.	3	37.5	Business Math	1	12.5	Consumer Ed	1	12.5	--	--	--
Shorthand	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Other Bus. Education	1	1	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Art	90	85	94.4	Phys. Ed.	2	2.2	English	1	1.1	Speech	1	1.1	Gen'l Science	1	1.1
Vocal Music	112	89	79.5	Instrumental Mus.	19	17.0	Other Math	1	.9	Phys. Ed.	1	.9	Career Awareness	1	.9
Instrumental Music	56	43	76.8	Vocal Mus.	13	23.2	--	--	--	--	--	--	--	--	--

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(Beginning Jr. High School Teachers - con't)

Main Teaching Assignment	Total Teaching	Major Alone No.	Major Alone %	First Combination	No.	%	Second Combination	No.	%	Third Combination	No.	%	Fourth Combination	No.	%
Physical Education	137	121	88.3	Health Educ.	8	5.8	History	2	1.5	Other Social Studies	2	1.5	Gen'l Science	1	.7
Consumer Education	3	3	100.0	--	--	--	--	--	--	--	--	--	--	--	--
General Shop	21	20	95.2	Gen'l Math	1	4.8	--	--	--	--	--	--	--	--	--
Drafting	3	3	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Wood Working	5	3	60.0	Drafting	1	20.0	Auto-Mechs.	1	20.0	--	--	--	--	--	--
Home Economics	45	41	91.1	English	1	2.2	Gen'l Science	1	2.2	Gen'l Shop	1	2.2	Other Subjs.	1	2.2
Other Subject	11	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Earth Science	6	5	83.3	Other Math	1	16.7	--	--	--	--	--	--	--	--	--
Self Contained	198	188	94.9	Career Awareness	3	1.5	Phys. Educ.	3	1.5	Reading	1	.5	Other Social Studies	1	.5
Health Education	10	8	80.0	Geography	1	10.0	Other Subjs.	1	10.0	--	--	--	--	--	--
Bilingual Educ.	13	13	100.0	--	--	--	--	--	--	--	--	--	--	--	--
General Math	151	108	71.5	Gen'l Science	17	11.3	Algebra	7	4.6	Lang. Arts	4	2.6	Physical Educ.	3	2.0
Other Industrial Educ.	3	3	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Language Arts	110	90	81.8	Reading	5	4.5	History	4	3.6	Other Social Studies	3	2.7	Other Math	2	1.8